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AUTHOR Wiehe, James A.; Sabatino, Melissa G.
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ABSTRACT

The Drug-Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to supplement efforts to eliminate drug and alcohol use by students. In 1993-94 the Austin Independent School District (AISD) received $466,151 from the DFSC grant. Three types of program components were funded--student programs, programs for curriculum and staff development, and support staff and services. Major findings were: (1) AISD students appear to have increasing patterns of lifetime alcohol, tobacco, and other illegal drug use; (2) lower percentages of students reported recent use of alcohol, tobacco, and other illegal drugs than in 1992-93; however, these rates were still higher than in 1991-92; (3) the effect of substance abuse education and prevention programs lessens each year after the year the student participated; (4) DFSC administrators reported that there is no current scope and sequence to AISD's drug education curriculum for pre-kindergarten and grades 7-12; (5) one-third of secondary teachers surveyed believe that student drug and alcohol use are among the top five problems with which their schools must deal, however, only 1 in 10 campus administrators agree; (6) students who have participated in Drug Abuse Resistance Education (DARE) reported a recent substance abuse rate 14 percentage points lower than non-participants; and (7) during 1993-94, 12,454 students in grades 1-6 were exposed to the required drug free schools curriculum. Budget implications and recommendations are addressed. Data is presented through extensive charts and figures. (JBJ)

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Reinforcing the No-Use Message, Is Anybody Listening?
1993-94 Drug-Free Schools Final Report
Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: James A. Wiehe, Melissa G. Sabatino

Program Description

The Drug-Free Schools and Communities (DFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use by their students. In 1993-94, its seventh year of funding, the Austin Independent School District (AISD) received $466,151 from the DFSC grant. An additional $118,806 was carried over from 1992-93 for a total of $584,957.

DFSC grant monies fund a wide assortment of District programs directed toward prevention and education regarding the illegal and harmful use of alcohol, tobacco, and other drugs. Three types of program components were funded during the 1993-94 school year--student programs, programs for curriculum and staff development, and support staff and services. By program type, the components implemented during the 1993-94 school year included:

Student Programs

- Campus-Based Programs;
- Drug Abuse Resistance Education (DARE);
- Peer Assistance and Leadership (PAL);
- Private Schools; and
- Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP).

Curriculum and Staff Development

- Pre-K-12 Curriculum Supplement and
- Student Assistance Program (SAP) Training.

Support Staff and Services

- Wellness Coordinator;
- Prevention and Remediation In Drug Education (PRIDE) clerk;
- Project Facilitator;
- Budget Control Specialist; and
- Supplemental Support Services.

The DFSC grant also provided for a full-time evaluation associate.

Major Findings

1. Overall, AISD students appear to have increasing patterns of *lifetime* alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which districtwide data are available. (Page 6)

2. In general, lower percentages of students reported *recent* use of alcohol, tobacco, and other illegal drugs than in 1992-93; however, these rates were still higher than in 1991-92. (Page 6)

3. The *Texas School Survey of Drug and Alcohol Use* shows that the effect of substance abuse education and prevention programs lessens each year after the year the student participated. (Page 11)

4. DFSC administrators reported that there is no current scope and sequence to AISD's drug education curriculum for prekindergarten and grades 7-12. (Page 53)

5. One third of secondary teachers surveyed believe that student drug and alcohol use are among the top five problems with which their schools must deal. However, only one in ten campus administrators agrees. (Page 18)

6. On surveys, students who have ever participated in Drug Abuse Resistance Education (DARE) reported a recent substance use rate 14 percentage points lower than students who have never received DARE training. (Page 11)

7. During 1993-94, 12,454 students (35%) in grades 1-6 were exposed to the required drug-free schools curriculum. (Page 46)

Budget Implications

Mandate:
External funding agency--Drug-Free Schools and Communities Act of 1986 (Public Laws 99-570, 100-297, 101-226, and 101-647, Section 5145).

Funding Amount:
1993-94 Allocation: $466,151
1992-93 Carry-over: $118,806
Total: $584,957

Funding Source:
Federal

Implications:
Continued implementation and evaluation of DFSC programs is important if AISD is to reach its goal of having a drug-free school population by the year 2000. DFSC also supplements the efforts toward eliminating student and staff alcohol and other drug use that are necessary in order to receive federal funding.

Recommendations

1. The District needs to adopt a drug education curriculum which has a scope and sequence for students in grades 6-12.

2. The no-use message should be reinforced in each grade.

3. The discrepancy in the perception of the alcohol and drug use problem between campus administrators and secondary teachers must be discussed and resolved before effective methods can be developed to curb substance abuse among students.

PROGRAM EFFECTIVENESS SUMMARY

1993-94 DRUG-FREE SCHOOLS PROGRAM

DRUG-FREE SCHOOLS PROGRAM	RATING	ALLOCATION (COST)	NUMBER OF STUDENTS SERVED	COST PER STUDENT*	NUMBER OF STUDENTS PREVENTED FROM ALCOHOL AND OTHER DRUG (AOD) USE (EFFECT)	COST PER STUDENT PREVENTED FROM AOD USE (COST/EFFECT)
Campus-Based Programs	+	$109,796	43,220	$3	Rating based on program records of service.	
Drug Abuse Resistance Education (DARE)	+	$65,353	10,031	$7	1,705	$38
Peer Assistance and Leadership (PAL)	0	$60,819	1,268	$48	0	-
Private Schools		$18,801	3,102	$6	Evaluation did not take place for this component.	
Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP)	+	$113,001	1,752	$65	18	$6,278
K-12 Curriculum	0	$24,052	14,848	$2	Rating based on program records of service	
Student Assistance Program (SAP)	+	$15,000	135 (Teachers Trained)	$111	Rating based on participant opinion	

* Drug-Free Schools cost only; funds were also provided for some programs from other sources (see program sections).

+	*Positive*, needs to be kept and expanded
O	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

AISD DRUG-FREE SCHOOLS PROGRAM COSTS PER STUDENT PREVENTED[1] FROM RECENT[2] USE OF ALCOHOL AND OTHER DRUGS, GRADES 4–12, 1993–94

Program	Recent Use of Alcohol and Other Drugs (AOD) by Program Participants	Percentage Points *Better* than the District Average Rate of Use	Sample N and % of Program N[3]	Students Prevented from AOD Use[4]
Drug Abuse Resistance Education (DARE)	30%	+17	275 (6%)	1,705
Peer Assistance Leadership (PAL)[5]	55%	-8	147 (12%)	--
Student Alcohol and Drug Education and Prevention Program (SADAEPP)	46%	+1	88 (5%)	18
ALL DFSC PROGRAMS	44%	+3	510 (7%)	227

[1] Students prevented from using AOD is calculated by subtracting the rate of use for DFSC program students from the **average rate of use for all students in the District (47%)** and multiplying that difference by the total number of students served by the program. This calculation includes students in grades K-3, although students within that grade range were not sampled for the survey. If students in grades K-3 use at rates lower than students in grades 4–12, the number of students prevented from AOD use in programs which include many K-3 students may be overestimated.

[2] For students in grades 4 and 5, "recent use" is defined as AOD use within the past school year. For secondary students in grades 6–12, "recent use" is defined as alcohol or drug use within the past 30 days.

[3] Sample N and % of Program N is the percent of program that was sampled. The larger the sample percentage the more reliably the results can be applied to the entire program population.

[4] Some of the Drug-Free Schools programs included participants who may have been more at risk for alcohol and other drug use than the average District student. Therefore, some of the estimates of students "who have not recently used" may be conservative.

[5] PALs are not included in the number as PALees are the students expected to receive the benefit of decreased illegal drug and alcohol use.

EXAMPLE

Program: DARE

Cost: $65,353

Number of Students Served: 10,031

Cost Per Student: $6.51 ($65,353/10,031=$6.51 = $7 rounded)

Number of Students Prevented from Alcohol and Other Drug (AOD) Use (Effect): 1,705 Students prevented from AOD use by the District Drug-Free School (DFS) programs is calculated by substracting the recent rate of use for the DFSC program (the recent rate of use for DARE participants was 30%), from the average recent rate of use for all students in the District (47%). That difference (17%) was multiplied by the total number of students served by the program (10,031 * .17 = 1,705)

Cost Per Student Prevented from AOD Use (Cost/Effect): $38 ($65,353/1,705 = $38.33 = $38 rounded)

Rating: + A plus (+) rating signifies a positive cost-effect ratio.
- A minus (-) rating indicates no effect in preventing AOD use.

OPEN LETTER

The ideas expressed in this open letter are meant to stimulate discussion about two of the most difficult issues associated with the Drug-Free Schools and Communities (DFSC) grant.

The 1993-94 school year was the seventh year in which Austin Independent School District (AISD) received federal funding through the Drug-Free Schools and Communities (DFSC) Act. The District has used the grant monies to fund a wide variety of programs which employ a multiplicity of approaches to drug abuse education and prevention.

The first issue has to do with whether AISD is using funds to supplement District drug education and prevention efforts. The function of the DFSC Act and subsequent amendments is to provide federal assistance to states for the purpose of **supplementing** school district efforts toward preventing the use of illicit drugs. Whether AISD has, in fact, been using the funds to supplement District drug education and prevention efforts has been called into question. Some educators within AISD believe that DFSC funds are supplementing existing AISD programs, while others believe that the programs funded through the DFSC grant are in reality the District's curriculum. The District has adopted a drug education curriculum; however, only about one third of students in grades 1-6 (including middle school students in grade 6) were exposed to the required curriculum during 1993-94. Further, it has been reported by the administrative staff responsible for ensuring that AISD is in compliance with the federal mandates that no scope and sequence is available for the drug education curriculum at prekindergarten and grades 7-12.

The second issue concerning the DFSC grant pertains to the no-use message. As a condition of receiving federal funds from any federal agency, a school district must provide a certification that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. One certification requirement is that all drug prevention programs must have certain components, the first of which is that they contain a consistent *no-use* message. It has been recommended in AISD that, in referring to drug use, drug education programs not use words like "responsible," "safe," "social," or "recreational" which might imply that any level of drug use is acceptable. Regardless of any philosophical differences we might have with the no-use message, the District's acceptance of federal funds leaves no room for an approach that teaches *no abuse* instead of *no use*.

Given this requirement that programs teach the no-use message, it is the District's obligation to make the approach work to benefit the students. Findings in this report show that the effect of substance abuse education and prevention programs lessens each year after the year the student participated. The data suggest that, to make this approach effective, the no-use message must be presented not just in one or two grades, but at least every other year. In other words, the no-use message must be reinforced again and again. (Once more: repetition is essential.)

As lifetime drug use continues to rise for the second consecutive year in AISD, something must be done to change the status quo. That change should involve integrating drug-free schools programs with age-appropriate alcohol and drug education and prevention curricula at each grade level (pre-K through grade 12), coordinating the existing programs, and reinforcing the no-use message.

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EVALUATION OVERVIEW

The 1993-94 school year was the seventh year in which the Austin Independent School District (AISD) received monies for alcohol and other drug education through the Drug-Free Schools and Communities (DFSC) grant. At the end of each school year, AISD's Office of Research and Evaluation (ORE) has issued an evaluation report of the District's efforts toward eliminating the use of alcohol, tobacco, and illegal drugs. The final report is intended to inform decision makers and the public about the magnitude of alcohol and other drug use, as well as provide the best information available about the effectiveness of DFSC programs.

Rationale

When evaluating the effectiveness of Drug-Free Schools programs, it is necessary to decide what will be used as indicators of success. The AISD Drug and Alcohol Education and Prevention Plan (Revised 9/8/92) states that, "The District's goal is to have a drug free school population by the year 2000." Thus, the evaluation of any AISD DFSC program needs to include how effective the program has been in eliminating drug use within the District. The most scientifically precise measure of program effectiveness would be to administer random drug tests to program participants in order to appraise how many of its participants went on to lead drug-free lives. This procedure, however, is extraordinarily invasive and impractical. Thus, the assessment of Drug-Free Schools program effectiveness must be performed with more inferential measures of substance use.

Though discouraging students from using alcohol and other drugs is an important goal, the ultimate goal of the District, again as stated in the AISD Drug and Alcohol Education and Prevention Plan (Revised 9/8/92), is that, "the children of Austin deserve to *grow and learn* in a Drug-Free School and Community" (emphasis added). To perform well in school, students must function at a level which is believed to be incompatible with frequent alcohol and other drug use. Thus, achievement of students in Drug-Free Schools programs must be monitored.

Information Sources

Individual program success in decreasing alcohol and other drug use was measured using:

- Texas School Survey of Drug and Alcohol Use;
- ORE's Coordinated Staff Survey;
- Evaluation program-specific surveys completed by student participants;
- Evaluation program-specific surveys completed by staff;
- Staff interviews; and,
- Program records.

Individual program success in increasing student achievement in school was measured using the ORE GENeric Evaluation SYStem (GENESYS). GENESYS produces statistical information about achievement, attendance, discipline, and dropout rates for specified populations. For more detailed information regarding GENESYS, see *GENESYS 1990-91: Selected Program Evaluation* (ORE Publication No. 90.30).

A portion of GENESYS, called the Report on Program Effectiveness (ROPE), uses a statistical technique called regression analysis to predict the scores for groups of students on standardized tests. Predictions are based on previous achievement levels and background characteristics including sex, ethnicity, age, low-income status, family income, transfer status, desegregation status of the school attended, and pupil-teacher ratio of the school. Predicted scores on the Iowa Tests of Basic Skills (ITBS) or the Norm-referenced Assessment Program for Texas (NAPT) are compared with actual scores, and a "residual" score is calculated through subtracting the actual score from the predicted score. If the students' residual score is far enough above or below zero to achieve statistical significance, the group is said to have "exceeded predicted gain" or to be "below predicted gain." Nonsignificant residual scores are classified as "achieved predicted gain."

Other measures of program success included in GENESYS include:

- Student achievement, as measured by performance on standardized achievement batteries and course grades;
- Attendance for the fall and spring semester;
- Discipline rates;
- Student retention rates; and,
- Dropout rates for students enrolled in middle/junior high and high school.

Program Effectiveness

Cost-effectiveness was calculated by dividing a measure of cost in dollars by the number of students "prevented" from using alcohol or drugs. The cost of the programs was the program's appropriation. The measure for students "prevented" from using alcohol or drugs (the effect) was based on self-reported use of alcohol, tobacco, and other illicit substances on the *Texas School Survey of Drug and Alcohol Use*, administered by ORE to students in grades 4-12 in April 1994. The survey included items about their recent use of illicit substances. For students in grades 4-5, recent is defined as within the past school year, while recent in grades 6-12 is defined as within the past 30 days. Students were also asked about their participation in DFSC-funded programs. The rate of recent use of any illicit substance was then calculated from program participants and for the District as a whole. The number of students "prevented" from using alcohol or drugs reflects the difference between recent use by program participants and overall recent use of the entire sample, multiplied by the total number of students served by the program.

The cost-effectiveness ratio, expressed in dollars, which results from dividing cost by effect (C/E) is a measure of the cost-effectiveness of a program, (i.e., the amount of effect for monies expended). Where cost or effect measures were not obtainable, and other evaluation information about a program was available, ratings of effectiveness were assigned to the programs evaluated based on the other indicators, such as opinion data.

REINFORCING THE NO-USE MESSAGE: IS ANYBODY LISTENING? 1993-94 DRUG-FREE SCHOOLS FINAL REPORT

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As in the previous year, there have been some apparent successes within individual Drug-Free Schools programs. However, the overall picture of student drug and alcohol use in the District is not encouraging, especially at the secondary level, and indicates the continued need for modification and/or expansion of current levels of service.

- In 1993-94, a greater percentage of AISD students reported lifetime use of illegal substances than the past two years.
- AISD students in grades 7-12 are either as likely or more likely than in the past to have reported usage within the past 30 days.
- The *Texas School Survey of Drug and Alcohol Use* shows that substance abuse education and prevention programs become less effective each year after the students participate.
- Over half of the secondary teachers surveyed believe that student drug and alcohol use are among the top ten problems with which their schools must deal. However, less than one in four campus administrators agrees.
- For the first time, campuses received supplementary monies through the DFSC grant.
- On surveys, students who have ever participated in Drug Abuse Resistance Education (DARE) reported a recent substance use rate 14 percentage points lower than students who have never received DARE training.
- The Wellness Coordinator reported that there is no current scope and sequence to AISD's drug education curriculum for grades 6-12.
- The Drug-Free Schools and Communities Act Advisory Committee was established in 1993-94.

Recommendations

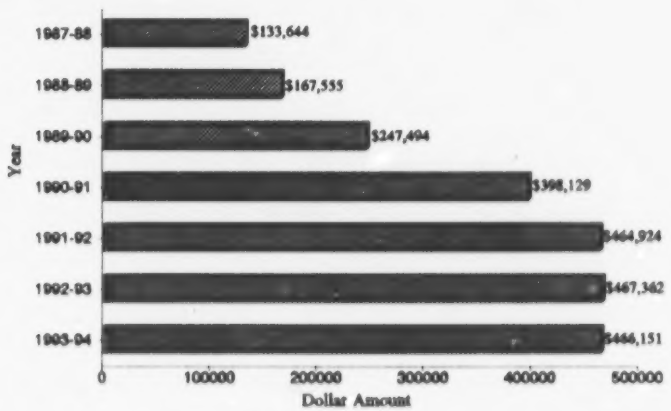
AISD must build on the strengths of current programs and fill in where services are not currently provided. In particular, the District needs to adopt a drug education curriculum which has a scope and sequence for students in grades 6-12. In order to help decrease illegal substance usage rates by students, the no-use message should be reinforced in each grade. Also the large discrepancy in the perception of the alcohol and drug use problem between campus administrators and secondary teachers must be discussed and resolved before effective methods can be developed to curb substance abuse among students.

INTRODUCTION

Requirements and Goals

For the past seven years, the Austin Independent School District (AISD) has received substantial funding through the federal Drug-Free Schools and Communities grant (DFSC). Originating from the Drug-Free Schools and Communities Act of 1986 (Public Law 99-570) and subsequent legislative amendments, the function of the DFSC grant monies is to **supplement** local school district efforts toward drug abuse education and prevention. The level of federal assistance is reflected in Figure 1.

FIGURE 1
DRUG-FREE SCHOOLS AND COMMUNITIES GRANT MONIES RECEIVED BY AUSTIN INDEPENDENT SCHOOL DISTRICT, 1987-88 THROUGH 1993-94



Drug use among students continues to be a national concern. In 1991, then President Bush and the nation's governors introduced *AMERICA 2000: An Education Strategy*, an action plan to move America toward six national education goals. Goal 6 of *AMERICA 2000* is that "**by the year 2000, every school in America will be free of drugs** and violence and will offer a disciplined environment conducive to learning" (emphasis added). The objectives of this goal are:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;
- Parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children; and
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. A drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Taken together, the amended DFSC Act and Goal 6 of *AMERICA 2000* clearly communicate the importance of eliminating the use of illegal drugs and alcohol within our nation's schools. Underscoring the importance of drug-free schools, the following condition was placed upon all other federal financial assistance to local education agencies: **to qualify for funds or any other form of financial assistance under any federal program, local education agencies (including school districts) must certify to their state agencies that they have adopted and implemented a program to prevent the use of illicit drugs and alcohol by students and employees.**

DFSC Participation by the Austin Independent School District

For the 1993-94 school year, the Austin Independent School District (AISD) received $466,151 in federal funds under the terms of the amended DFSC Act. An additional $118,806 was carried over from the 1992-93 budget, for a total of $584,957. Funds were intended to supplement District efforts to eliminate abuse of drugs and alcohol from school campuses. In 1993-94, the DFSC grant monies funded a wide array of District programs aimed at drug abuse prevention and early intervention, including programs for high-risk youth, the purchase of curricular materials, and staff, parent, and student training. Funding also provided for administration and evaluation.

The Drug-Free Schools Act of 1986 provided the original set of guidelines regarding what types of programs are appropriate for funding with DFSC monies. These guidelines have been amended over the past seven years. The newest guidelines were set forth in the *Non-regulatory Guidance for Implementing Part B of the Drug-Free Schools and Communities Act of 1986—November, 1992*. The full description of these guidelines and the type of approved program(s) under which each of AISD's programs falls may be found in Attachment A.

In September of 1992, AISD enacted a revised drug and alcohol education and prevention plan (see Attachment B). The revised plan explicitly states that, "**[T]he District's goal is to have a drug free school population by the year 2000**" (emphasis added). With this goal in mind, the plan identifies eight major components which will be implemented by AISD:

1. Personnel training in alcohol- and drug-related issues;

2. Age-appropriate alcohol and drug education and prevention curricula at each grade level (prekindergarten through grade 12);

3. A student assistance program which will identify, refer, and provide intervention and counseling services for students;

4. Distribution of information about drug and alcohol programs available to students and employees;

5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students, and employees;

6. Data gathering to describe the extent of alcohol and drug usage in the schools; participation in other required evaluation efforts of the drug prevention program;

7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful; and.

8. A District advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community-based organizations, and other groups with interest or expertise in the field of drug abuse education and prevention.

To ensure implementation of each component, the plan outlines the specific responsibilities and actions to be taken by central administration, principals, District staff, students, and parents. The revised plan meets the requirements for the adoption of a program to prevent the use of illicit drugs and alcohol by students and employees, as mandated by the amended DFSC Act. When the plan is fully carried out as intended, the District will have also complied with the implementation standards mandated by the amended DFSC Act.

In specific response to the eighth component, in 1993-94, **the DFSC Advisory Council was established**. The Council was a community-wide group who provided advice to those involved in the planning, implementation, and evaluation of school-based drug-free schools programs. The Council also helped coordinate these programs with related community efforts and resources. The goals identified by the Council include:

- Identify through investigation procedures all agencies and organizations involved in drug education and prevention efforts in the community and produce a document with information about each group; and

- Educate target populations about ongoing community-wide efforts, and drug use and prevention, using innovative and collaborative means to communicate to the "hard to reach" parents.

The DFSC Act also requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools, and submit an annual report to its state agency detailing the effectiveness of its DFSC programs. To assess the extent of the problem and the effectiveness of the District's prevention efforts, the Office of Research and Evaluation (ORE) administered:

- The Coordinated Survey for District employees which assessed the perceptions of teachers, administrators, and other campus staff about the prevalence of substance abuse by students, and the effectiveness of the District's efforts toward alcohol and other drug education and prevention;

- The Texas School Survey of Drug and Alcohol Use, administered to students in grades 4-12, which assessed students' attitudes toward and self-reported use of alcohol and other drugs; and,

- Program-specific surveys which assessed students' and staffs' perceptions of the effectiveness of DFSC-funded programs.

This evaluation report presents an overview of AISD's drug-free schools programs, descriptions of those drug and alcohol education and prevention programs provided through the DFSC grant during the 1993-94 school year, results of districtwide staff and student surveys, and other evaluation findings.

ASSESSMENT OF USE AND ATTITUDES TOWARDS USE

Texas School Survey of Drug and Alcohol Use

Part of the Drug-Free Schools and Communities (DFSC) Act of 1986 requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools, and the National Commission on Drug-Free Schools Final Report (September 1991) recommends using a survey to assess drug problems in the schools. As a recipient of Drug-Free Schools monies, AISD had been, and remains, under an obligation to collect and report this information. Prior to the 1991-92 school year, AISD's high school students' drug and alcohol use was assessed indirectly through the annual high school Student Survey (see ORE Publication Numbers 90.31, 89.29, 88.37, 87.41, and 86.45). Direct assessment of substance use by students in grades 6-8 took place for the first time in 1990-91 with the administration of a middle school survey. In the spring of 1992, the *Texas School Survey of Drug and Alcohol Use* was administered to students in grades 4 through 12. The *Texas School Survey of Drug and Alcohol Use* had been extensively used in Texas school districts since 1988 and were endorsed by the Texas Education Agency (TEA). The survey, which was administered and analyzed by the Public Policy Research Institute (PPRI) at Texas A&M, is sponsored and partially subsidized by the Texas Commission on Alcohol and Drug Abuse (TCADA).

In 1992-93, the *Student Alcohol and Other Drug Use Survey* was administered to a sample of 700 4-12 students in AISD. The *Student Alcohol and Other Drug Use Survey* was designed by the ORE, using the *Texas School Survey of Drug and Alcohol Use* as a model.

In 1993-94 the *Texas School Survey of Drug and Alcohol Use* was again administered in AISD. The Texas School Survey project is conducted every two years in two parts. First, a statewide survey is administered in a sample of districts throughout the State. The statewide survey helps inform policy makers about the extent and nature of the substance use problem in Texas schools. The second component of the *Texas School Survey of Drug and Alcohol Use* makes surveys available for administration in individual school districts.

A sample of 4,027 students in grades 7-12, and 2,240 in grades 4-6 was drawn by Texas A&M PPRI during the beginning of spring 1994. A campus contact person was then notified of any classrooms from his or her campus which had been randomly selected to participate. Campus contact people were requested to distribute a letter composed by ORE to notify parents of the students who were to participate and inform them about the survey's purpose and confidential nature. No parental objections were received by ORE.

Survey administration, including giving instructions, was designed to take approximately 40-55 minutes. *Student participation was completely voluntary, and individual responses were anonymous*--no names or identifying codes were used on the surveys. Similarly, strict confidentiality standards were applied to all phases of data collection, data processing, and data reporting procedures. Precautions were taken so that survey responses could not be identified as having come from any individual student, class, or particular school.

Results of the 1993-94 administration of the *Texas School Survey of Drug and Alcohol Use* support many of the results from the 1992-93 AISD *Student Alcohol and Other Drug Use Survey* and the 1991-92 *Texas School Survey of Drug and Alcohol Use*.

Comparisons among 1991-92, 1992-93, and 1993-94 AISD students regarding lifetime usage rates of alcohol and a combined category of illegal drugs (inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and ecstasy) reveal a disturbing trend. **Overall, AISD students appear to have increasing patterns of lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which districtwide data are available.** In general, **lower percentages of students reported recent use of alcohol, tobacco, and other illegal drugs than in 1992-93; however, these rates were still higher than in 1991-92.**

Figure 2 compares 1993-94 AISD student lifetime and recent usage rates of alcohol, tobacco, and other illegal drugs to the 1991-92 and 1992-93 data by grade. *Since 1991-92, both over the students' lifetime and recently, student usage of alcohol, tobacco, and other illegal drugs has increased at almost every grade.* An exception is the use of alcohol in grades 7, 8, and 9, which has declined since 1991-92.

Figures 3 and 4 present longitudinal breakdowns of substance use within the District by ethnicity and by sex. *AISD secondary students across all ethnic groups reported higher lifetime and recent usage rates than in 1991-92.* Among the three ethnic groups reported, *Hispanic students had the highest lifetime and recent usage rates of illegal drugs. Female students reported lower lifetime and recent usage rates of alcohol, tobacco, and other illegal drugs than male students reported.*

More detailed breakdowns of lifetime use and use within the past 30 days of illegal drugs other than alcohol and tobacco for AISD secondary students from 1992-93 to 1993-94 are presented in Figures 5 and 6. *The percentages of AISD secondary students who report lifetime use of marijuana and inhalants are substantially higher than in the previous year.* Except in grade 10, recent use of marijuana was higher in 1993-94 than in the previous year.

FIGURE 2
REPORTED LIFETIME AND RECENT ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD STUDENTS, GRADES 7-12, 1993-94 COMPARED WITH 1991-92 AND 1992-93

Grade	LIFETIME USE														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
7	63%	52%	59%	-4	+7	43%	33%	43%	0	+10	15%	24%	24%	+9	0
8	73%	69%	72%	-1	+3	48%	52%	55%	+7	+3	19%	35%	31%	+12	-4
9	80%	77%	75%	-5	-2	57%	48%	58%	+1	+10	31%	32%	41%	+10	+9
10	81%	77%	83%	+2	+6	55%	53%	60%	+5	+7	30%	37%	40%	+10	+3
11	84%	84%	86%	+2	+2	57%	58%	66%	+9	+8	33%	41%	42%	+9	+1
12	89%	84%	91%	+2	+7	61%	60%	67%	+6	+7	38%	43%	46%	+8	+3

Grade	USED IN PAST 30 DAYS														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
7	23%	25%	24%	+1	-1	13%	19%	16%	+3	-3	6%	14%	11%	+5	-3
8	33%	38%	33%	0	-5	18%	24%	21%	+3	-3	8%	19%	17%	+9	-2
9	36%	41%	37%	+1	-4	23%	24%	27%	+4	+3	15%	17%	22%	+7	+5
10	38%	44%	44%	+6	0	20%	24%	26%	+6	+2	13%	22%	20%	+7	-2
11	42%	55%	50%	+8	-5	23%	30%	29%	+6	-1	14%	23%	22%	+8	-1
12	49%	52%	59%	+10	+7	22%	30%	33%	+11	+3	13%	22%	24%	+11	+2

Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
The numbers associated with each of the percentages listed in this figure may be found in the 1993-94 DFSC technical report.

FIGURE 3
REPORTED LIFETIME AND 30-DAY ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD SECONDARY STUDENTS BY ETHNICITY, 1993–94 COMPARED WITH 1991-92 AND 1992–93

Ethnicity	LIFETIME USE														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
African American	73%	69%	77%	+4	+8	38%	33%	48%	+10	+15	19%	24%	35%	+16	+11
Hispanic	74%	67%	78%	+4	+11	54%	34%	60%	+6	+26	29%	35%	43%	+14	+8
White	73%	71%	76%	+3	+5	51%	48%	60%	+9	+12	22%	33%	33%	+11	0
Ethnicity	**USED IN PAST 30 DAYS**														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
African American	26%	37%	31%	+5	-6	6%	30%	10%	+4	-20	7%	9%	17%	+10	+8
Hispanic	34%	48%	40%	+6	-8	19%	40%	26%	+7	-14	12%	23%	22%	+10	-1
White	35%	49%	44%	+9	-5	23%	41%	31%	+8	-10	10%	28%	18%	+8	-10

Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
The numbers associated with each of the percentages listed in this figure may be found in the 1993–94 DFSC technical report.
The ethnic categories used for the survey are based on categories requested by the Texas Education Agency (TEA).

FIGURE 4
REPORTED LIFETIME AND 30-DAY ALCOHOL, TOBACCO, AND OTHER DRUG INCIDENCE, AISD SECONDARY STUDENTS BY SEX, 1993–94 COMPARED WITH 1991-92 AND 1992–93

Sex	LIFETIME USE														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
Male	73%	76%	77%	+4	+1	50%	60%	61%	+11	+1	24%	41%	43%	+19	+2
Female	71%	74%	76%	+5	+2	47%	53%	55%	+8	+5	22%	29%	32%	+10	+3
Sex	**USED IN PAST 30 DAYS**														
	Alcohol					Tobacco					Other Illegal Drugs				
	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93	1991-92	1992-93	1993-94	Change from 1991-92	Change from 1992-93
Male	33%	40%	42%	+9	+2	19%	26%	27%	+8	+1	11%	21%	22%	+11	+1
Female	32%	37%	38%	+6	+1	16%	23%	23%	+7	0	9%	16%	17%	+8	+1

Sources: *Texas School Survey of Drug and Alcohol Use* administered April 1992 (N = 8,125)
AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)
The numbers associated with each of the percentages listed in this figure may be found in the 1993–94 DFSC technical report.

FIGURE 5
INCIDENCE OF AISD STUDENT'S WHO REPORT HAVING EVER USED ILLEGAL DRUGS,
AISD STUDENTS, GRADES 7-12, 1993-94 COMPARED WITH 1992-93

Grade	"IN YOUR LIFETIME, how many times (if any) have you used:" STUDENT'S REPORTING AT LEAST ONCE TO:															
	Marijuana		Cocaine		Crack		Hallucinogens		Uppers		Downers		Inhalants		Ecstasy	
	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94
7	13%	22%	3%	3%	2%	2%	3%	4%	4%	4%	3%	4%	14%	25%	2%	1%
8	27%	30%	4%	6%	1%	2%	7%	5%	7%	6%	5%	4%	14%	25%	3%	3%
9	24%	40%	4%	9%	2%	3%	9%	9%	8%	9%	6%	8%	15%	19%	3%	5%
10	31%	38%	6%	6%	2%	1%	11%	13%	10%	8%	5%	5%	10%	14%	5%	5%
11	35%	40%	5%	6%	1%	2%	14%	14%	9%	12%	6%	6%	11%	15%	5%	4%
12	39%	44%	7%	10%	1%	3%	13%	16%	9%	13%	6%	9%	11%	19%	6%	7%

FIGURE 6
REPORTED INCIDENCE OF ILLEGAL DRUG USE FOR THE PAST 30 DAYS,
AISD STUDENTS, GRADES 7-12, 1993-94 COMPARED WITH 1992-93

Grade	IN THE PAST 30 DAYS, how many times (if any) have you used:															
	Marijuana		Cocaine		Crack		Hallucinogens		Uppers		Downers		Inhalants		Ecstasy	
	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94	1992-93	1993-94
7	8%	9%	2%	1%	1%	0%	2%	0%	2%	1%	2%	1%	6%	10%	1%	0%
8	14%	15%	1%	2%	1%	0%	2%	2%	3%	2%	3%	1%	6%	7%	1%	1%
9	15%	20%	2%	3%	1%	1%	5%	5%	4%	3%	3%	2%	2%	5%	1%	1%
10	19%	18%	2%	1%	0%	0%	5%	4%	2%	2%	2%	1%	3%	3%	2%	1%
11	18%	20%	2%	2%	0%	1%	4%	7%	3%	3%	2%	2%	3%	1%	1%	2%
12	19%	21%	2%	2%	0%	1%	6%	6%	2%	5%	1%	3%	2%	3%	2%	2%

Sources: AISD *Student Alcohol and Other Drug Use Survey* administered April 1993 (N = 4,151)
Texas School Survey of Drug and Alcohol Use administered April 1994 (N = 4,027)

During the 1993-94 *Texas School Survey of Drug and Alcohol Use*, AISD added 12 supplemental questions to the secondary school survey concerning participation in substance abuse education and prevention programs that are available within AISD. Overall results show that students who participated in illegal substance abuse education programs during the 1993-94 school year were less likely to use drugs or alcohol within the past 30 days than students who did not participate in those programs. Over time however, the results are different. Both students who participated in drug education programs and students who did not participate in those programs, used illegal substances to some degree. Except for DARE, students who participated in drug education programs evidenced higher levels of drug use two years after participating in the program than students who did not participate in those programs. **The effect of substance abuse education and prevention programs lessens each year after the year the student participated. The "no-use" message needs to be reinforced in each grade.**

Figure 7 shows that DARE may be the most successful program at discouraging students from using alcohol or illegal drugs. **DARE may have persuaded 14% of students who ever participated in DARE not to use alcohol or illegal drugs**. Students who participated in DARE in 1993-94 were also less likely to use alcohol or illegal drugs (30%) compared to those students who never participated in DARE (57%). Figures 7-10 compare the use rates of students who participated in the substance abuse education and prevention programs available in AISD to the use rate of students who did not participate in those programs.

Figure 11 shows the percentage difference of illegal drug usage, between students who participated in alcohol and illegal drug education and prevention programs, and students who never participated in those programs. The line at zero on Figure 11 represents the usage rate of illegal substances for those students who never participated in alcohol or illegal drug education and prevention programs. The "never participated" usage rate differs for each program.

FIGURE 7
DARE PARTICIPANT USAGE RATE COMPARED TO 1993-94 NON-DARE USAGE RATE

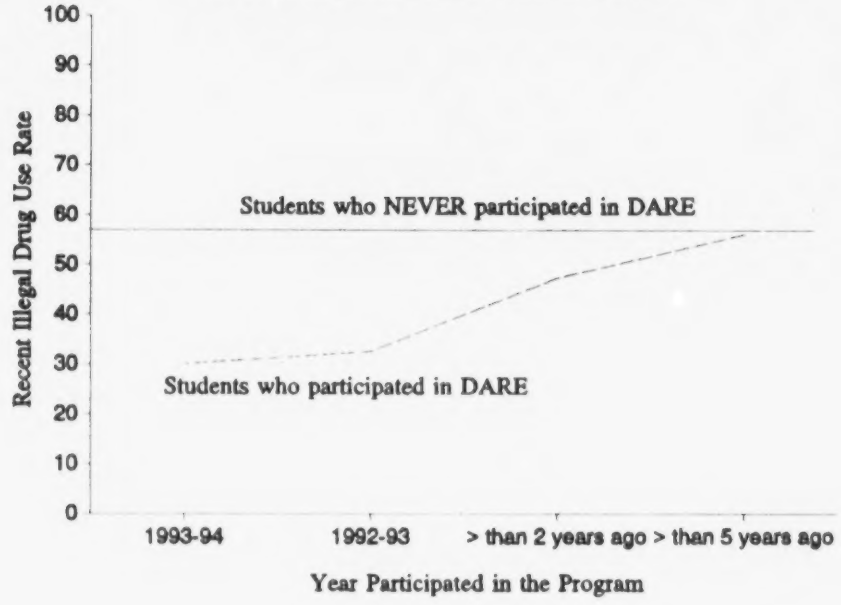


FIGURE 8
SADAEPP PARTICIPANT USAGE RATE COMPARED TO 1993-94 NON-SADAEPP USAGE RATE

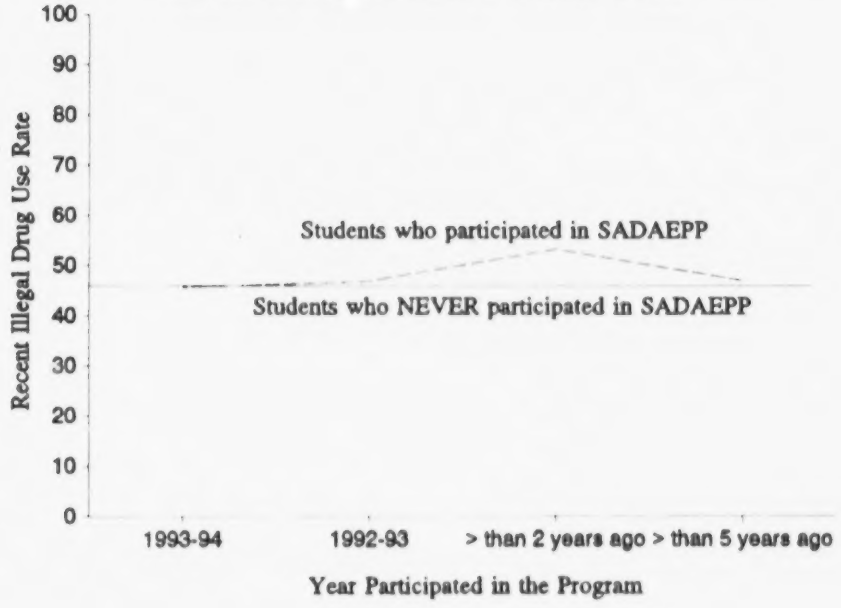


FIGURE 9
PAL USAGE RATE COMPARED
TO 1993-94 NON-PAL USAGE RATE

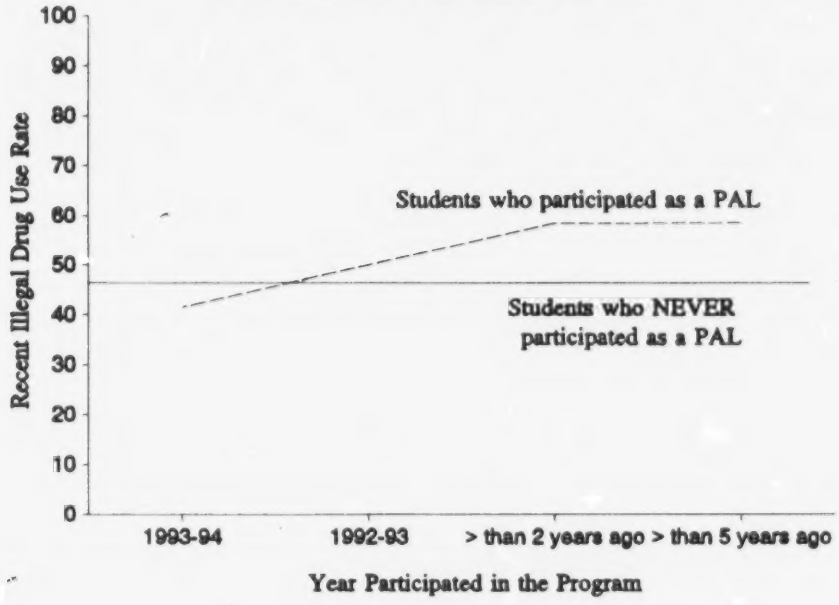


FIGURE 10
PALEE USAGE RATE COMPARED TO
1993-94 NON-PALEE USAGE RATE

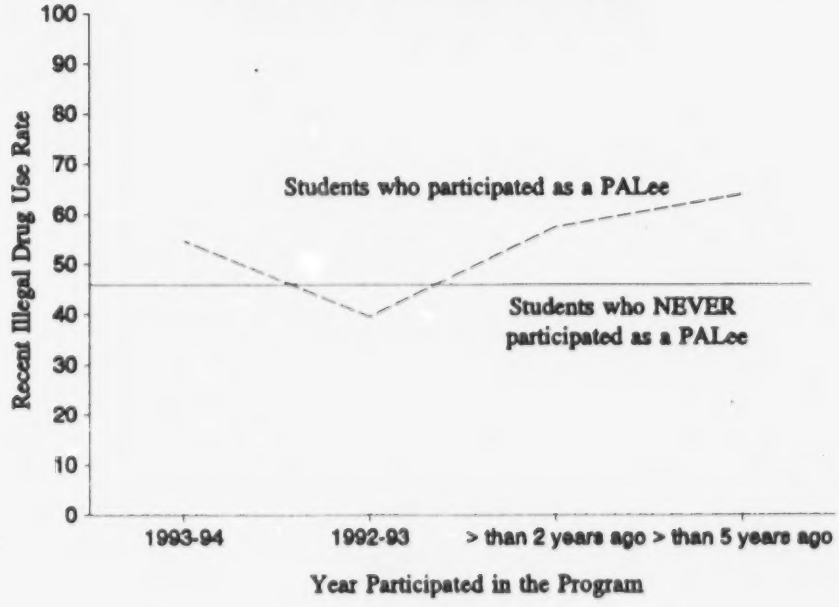
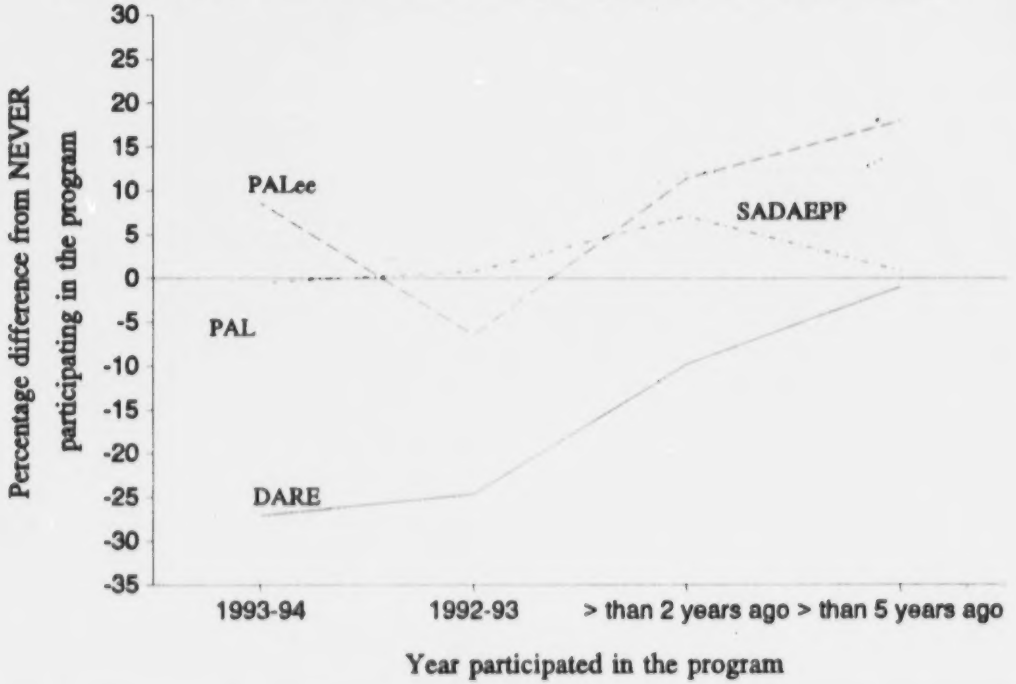


FIGURE 11
ILLEGAL DRUG USAGE, PERCENTAGE DIFFERENCE, STUDENTS PARTICIPATING IN DRUG EDUCATION AND PREVENTION PROGRAMS FROM STUDENTS NEVER PARTICIPATING IN DRUG EDUCATION AND PREVENTION PROGRAMS



Program	1993-94	1992-93	> 2 years	> 5 years
DARE	-27.1	-24.6	-9.8	-1.0
PAL	-4.9	+3.6	+12.1	+12.2
PALee	+8.7	-6.5	+11.4	+18.0
SADAEPP	-1.0	+1.0	+7.1	+1.0

Note: - = below nonparticipant use rate (program is working)
+ = above nonparticipant use rate (program is not working)
> 2 years = students participated in the program between 1991-92 and 1989-90
≥ 5 years = students participated in the program before 1989-90

Coordinated Survey for District Employees

Campus staff completed a survey administered by ORE in spring 1994 covering their perception of alcohol and other drug use within their classrooms, schools, and across the District. Campus staff included teachers, nonteaching professionals such as counselors and librarians, and administrators, including principals, assistant principals, and helping teachers.

As in 1991-92 and 1992-93, staff were asked whether the presence of illegal drugs and alcohol was increasing, decreasing, or staying the same on their campuses. During the 1993-94 school year, more than half of the teachers (56%), one in four campus professionals (39%), and a quarter of campus administrators (24%) selected the "don't know" option. Almost identically, when asked the same question regarding alcohol, more than half of the teachers (60%), one in four campus professionals (39%), and over one quarter of campus administrators (28%) reported that they did not know. *While the percentages of respondents who selected the "don't know" option remained large, all categories of personnel showed a decrease in percentage of respondents selecting this category as compared with respondents from the 1991-92 school year.* The percentages of each group that expressed an opinion are presented in Figures 12 and 13.

As shown in Figure 12, *more staff believe that the presence of drugs on their campuses is increasing,* with the exception of other campus professionals. Within personnel category, campus administrators and teachers are more confident that the presence of drugs on their campuses is increasing than are other campus professionals when assessing the current presence of drugs on their campuses.

On the other hand, teachers are more likely to believe that the presence of illegal drugs on their campus is decreasing, while other campus professionals and campus administrators are more likely to believe that the presence of drugs on their campus is <u>not</u> decreasing.

When compared with 1992-93 results, a greater percentage of the 1993-94 staff (with the exception of other campus professionals and campus administrators) *indicated that they believe that the presence of alcohol on their campus is "staying the same"* (see Figure 13). However, high school teachers and other campus professionals are more likely to believe that the presence of alcohol on their campus is increasing.

Overall, compared to 1992-93 and 1991-92, more school personnel believed that the presence of illegal drugs on their campuses was increasing. School personnel also believed that the presence of alcohol on their campus was staying the same.

FIGURE 12
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO THE ORE COORDINATED SURVEY CONCERNING THE PRESENCE OF ILLEGAL DRUGS ON CAMPUS, 1991-92 THROUGH 1993-94

The presence of illegal *drugs* (not alcohol) on this campus is*:	Increasing	Staying the Same	Decreasing
1993-94			
Middle/Junior High School Teachers (N=68)	65%	19%	16%
High School Teachers (N=90)	48%	38%	13%
Other Campus Professionals (N=137)	24%	68%	8%
Campus Administrators (N=139)	19%	59%	22%
Elementary School Teachers (N=158)	7%	81%	12%
TOTAL	**27%**	**58%**	**15%**
1992-93			
Middle/Junior High School Teachers (N=58)	48%	44%	7%
High School Teachers (N=58)	43%	51%	6%
Other Campus Professionals (N=55)	36%	55%	9%
Campus Administrators (N=42)	11%	65%	24%
Elementary School Teachers (N=270)	4%	90%	5%
TOTAL	**18%**	**74%**	**7%**
1991-92			
Middle/Junior High School Teachers (N=43)	37%	44%	19%
High School Teachers (N=58)	32%	51%	17%
Other Campus Professionals (N=64)	22%	64%	14%
Campus Administrators (N=54)	9%	56%	35%
Elementary School Teachers (N=57)	19%	56%	25%
TOTAL	**24%**	**55%**	**22%**

* Percentages only include those respondents who expressed an opinion; (i.e., "don't know" responses were excluded).

FIGURE 13
RESPONSES BY TEACHERS, ADMINISTRATORS, AND OTHER CAMPUS STAFF TO THE ORE COORDINATED SURVEY CONCERNING THE PRESENCE OF ALCOHOL ON CAMPUS, 1991-92 THROUGH 1993-94

The presence of *alcohol* (beer, wine, wine coolers, and/or liquor) on this campus is*:	Increasing	Staying the Same	Decreasing
1993-94			
High School Teachers (N=90)	37%	43%	20%
Middle/Junior High School Teachers (N=68)	24%	48%	29%
Other Campus Professionals (N=136)	14%	76%	10%
Campus Administrators (N=136)	3%	71%	25%
Elementary School Teachers (N=163)	3%	84%	12%
TOTAL	**13%**	**69%**	**18%**
1992-93			
High School Teachers (N=34)	32%	53%	15%
Middle/Junior High School Teachers (N=21)	24%	62%	14%
Other Campus Professionals (N=33)	21%	58%	21%
Campus Administrators (N=36)	11%	64%	25%
Elementary School Teachers (N=98)	4%	88%	8%
TOTAL	**14%**	**72%**	**14%**
1991-92			
High School Teachers (N=38)	34%	50%	16%
Middle/Junior High School Teachers (N=32)	41%	34%	25%
Other Campus Professionals (N=64)	13%	74%	13%
Campus Administrators (N=54)	11%	54%	35%
Elementary School Teachers (N=49)	10%	80%	10%
TOTAL	**19%**	**61%**	**19%**

* Percentages only include those respondents who expressed an opinion; (i.e., "don't know" responses were excluded).

Figures 14 and 15 detail how teachers ranked the problem of drug and alcohol usage among students on their campus. *For the second year, elementary teachers perceived the problems of alcohol and other drug use on their campuses as being of lesser importance than did middle school or high school teachers.* Of the 161 elementary teachers who responded, nearly three fourths (72%) did not believe that alcohol use is a problem with which their schools must deal, while approximately two thirds (68%) did not believe that student use of illegal drugs was a significant problem for their campuses. Only six teachers (4%) believe that alcohol and drug use is among the top five problems with which their campus must deal.

More middle/junior high school teachers ranked drug and alcohol use as among the top five problems with which their campus must deal. Nine (14%) of the 65 responding teachers ranked alcohol usage among the top five problems, while 18 (27%) ranked drug use as among the top five problems with which their campus must deal. These percentages are up slightly from 1992-93.

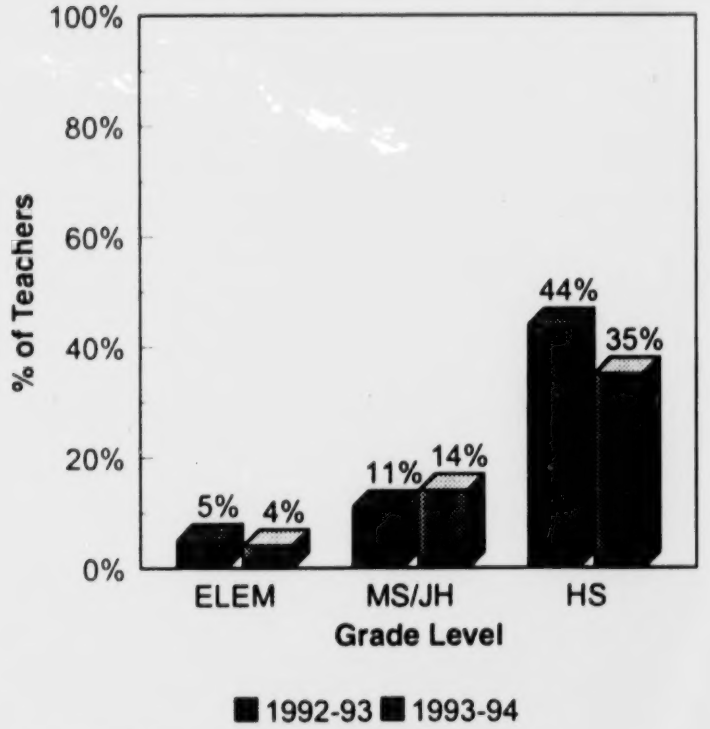
High school teachers were the most likely to rank drug and alcohol use as among the top five problems with which their campus must deal. Thirty (35%) of the 85 responding teachers believe that alcohol is among the top five problems with which the campus must deal, while 31 (36%) teachers believe that drug use is among the top five problems. These percentages are down from 1992-93.

Only 11% of campus administrators and 10% of other campus professionals believe that drug use is among the top five problems with which their schools must deal. A fewer still, only 9% of campus administrators and other campus professionals believe that alcohol use is among the top five problems with which their campus must deal. **This large discrepancy in the perception of the alcohol and drug use problem between campus administrators and secondary teachers must be discussed and resolved before effective methods can be developed to curb drug and alcohol activities at school.**

In 1993-94, for the first time, members of schools' Disciplinary Advisory Committees were asked what they felt were the most significant problems at their schools. *Of the 548 teachers, principals, and other campus professionals responding, 5% responded that students under the influence of alcohol/other drugs was a discipline problem, and 4% responded that students with possession of alcohol/other drugs caused discipline problems at their school.* Campus Disciplinary Advisory Committee members responded that student defiance (21%), and parents excusing inappropriate behavior (22%) caused the most significant discipline problems at their schools. High school teachers on Discipline Advisory Committees were the most likely to believe that students under the influence of alcohol/other drugs (10%) were discipline problems, and students possessing alcohol/other drugs (7%) caused discipline problems at their schools.

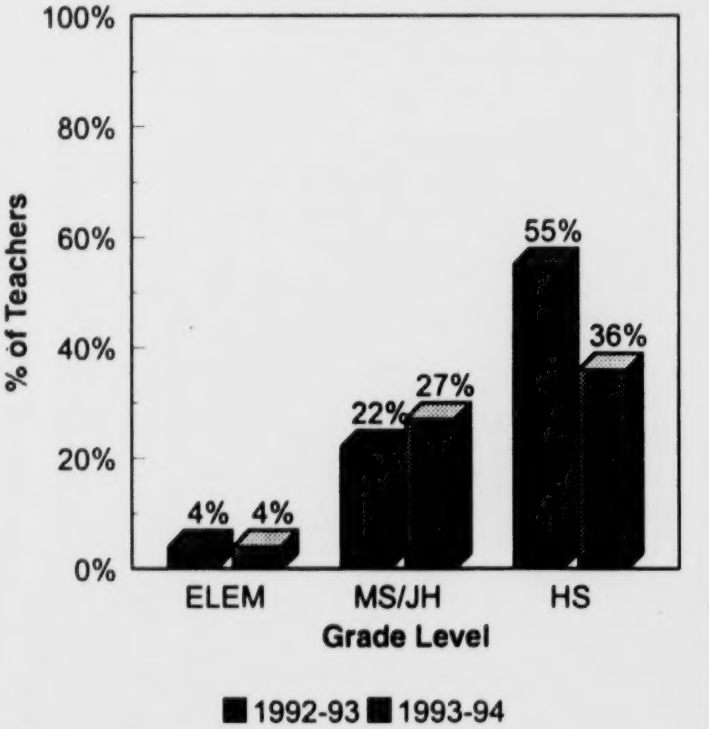
STUDENT USE OF ALCOHOL AND OTHER DRUGS: IS IT A PROBLEM?

FIGURE 14
PERCENTAGE OF TEACHERS RANKING STUDENT USE OF ALCOHOL AMONG THE TOP FIVE PROBLEMS WITH WHICH THEIR SCHOOL MUST DEAL



Source: ORE Coordinated Survey, 1992-93; 1993-94
1992-93: N=120 Elem, 57 MS/JH, 55 HS teachers
1993-94: N=162 Elem, 65 MS/JH, 86 HS teachers

FIGURE 15
PERCENTAGE OF TEACHERS RANKING STUDENT USE OF ILLEGAL DRUGS AMONG THE TOP FIVE PROBLEMS WITH WHICH THEIR SCHOOL MUST DEAL



Source: ORE Coordinated Survey, 1992-93; 1993-94
1992-93: N=121 Elem, 58 MS/JH, 55 HS teachers
1993-94: N=161 Elem, 67 MS/JH, 85 HS teachers

DRUG-FREE SCHOOLS PROGRAMS

STUDENT PROGRAMS

Campus-Based Programs
1993-94 initial allocation: $109,796; Participants served: 43,220

- **Campus-Based Programs directed Drug-Free Schools monies to programs on 66 AISD campuses during the 1993-94 school year.**
- **Seventy-nine percent of survey respondents said the items purchased with Campus-Based Program monies had the intended effect, while 18% of respondents said the items purchased had more than the intended effect.**
- **Ninety-seven percent of the respondents strongly agreed or agreed that monies should continue to be available for campus-based initiatives.**
- **Several schools suggested that the process for distributing campus-based initiative monies needs to be revised to get monies to the schools in a more timely manner at the beginning of the school year.**

Campus-Based Programs funds allow schools to have access to Drug-Free School monies that they have never had previously. Guidelines and applications for applying for funds up to $1,000 were sent to the principals at each school. Applications were reviewed to check compatibility with the goals of the Drug-Free Schools and Community Grant. Also checked was that the planning process included staff members, parents, and collaboration with community organizations. Reportedly, some negotiations occurred after funds were awarded to ensure that the schools actually purchased the items which they specified on their application. *Sixty-six schools requested funds from the Campus-Based Programs.*

Thirty-nine of the 66 participating schools (59%) returned self-evaluation forms concerning the use of Campus-Based Programs monies. *Projects which were funded included the purchase of games (4%), books (24%), videos (37%), and other materials (10%) with a no-use message. Many schools used the Campus-Based Programs monies for presentations with a no-use message such as Plays for Living (4%), Police Ice (7%), and various other presentations (13%).*

The vast majority of survey respondents (79%) said the items purchased with Campus-Based Program monies had the intended effect, while 18% of respondents said the items purchased had more than the intended effect. See Figure 16. Several respondents did not comment on the effectiveness of the purchased items because the items arrived too late in the school year to be used. *When asked if DFSC monies should continue to be available for campus-based initiatives, 97% of the respondents strongly agreed or agreed that monies should continue to be available for campus-based initiatives.* Comments from survey respondents are included in Figure 17.

FIGURE 16
SELF-RATINGS FOR CAMPUS-BASED PROGRAMS, 1993-94

Effectiveness of items purchased with Campus-Based Program funds. (N=39)	More than the Intended Effect	18%
	Intended Effect	79%
	No Significant Effect	3%
	Detrimental	0%
Should DFSC monies continue to be available for campus-based initiatives? (N=39)	Strongly Agree	85%
	Agree	12%
	Neutral	0%
	Disagree/Strongly Disagree	3%

FIGURE 17
SAMPLE OF COMMENTS MADE BY SURVEY RESPONDENTS REGARDING CAMPUS-BASED PROGRAMS, 1993-94

[These programs] have helped because we have had more incidents reported that have involved drugs and alcohol at our campus this year. Also the teachers have been enlightened in the classroom activities. They are more aware of the prevalence of the use of drugs and alcohol in this community.

I think it is wonderful to have this money available for innovative programming.

This grant money was allocated to the schools too late in the year. Schools need to be able to schedule programs early and not be hampered by all the guidelines initiated this year. The process is clumsy and got in the way of using the funds to the best advantage.

Materials and programs available through this funding should also include any that directly develop and affect decision making skills, character education and coping skills as well as self-esteem of students. This will, ultimately be the main source of direction that will keep our youth away from abusing mind altering chemicals.

I personally like the way the money was distributed so that those of us on this campus could choose programs and activities that we feel are appropriate for our population. Another plus is that some of the materials can be used in the future as well as this year.

DFSC Cost

The DFSC cost per student served was $2.54 ($109,796/43,220).

Drug Abuse Resistance Education (DARE)
1993-94 initial allocation: $65,353; Students served: 10,031

- All AISD fifth and most seventh graders participated in the DARE program. Two schools were not served with seventh-grade DARE.
- The 1993-94 *Texas School Survey of Drug and Alcohol Use* showed that DARE may have encouraged 14% of the students who ever participated not to use alcohol and illegal drugs.
- The *Texas School Survey of Drug and Alcohol Use* also showed that the DARE message becomes less effective each year after the student participates and needs to be reinforced more than in 5th and 7th grades.
- On a student survey, 51 fifth graders and 72 seventh graders said DARE helped them stop using alcohol and/or illegal drugs.
- On a student survey, DARE participants indicated a decrease in the likelihood of their using alcohol and/or using other illegal drugs.

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). Drug-Free Schools' monies paid for curriculum, officer training, half of the salary of a full-time secretary, and program support. Officer salaries, mileage, and some reproduction are paid by APD. Area businesses also provided support by donating T-shirts, bumper stickers, and other promotional materials.

Developed by the Los Angeles Unified School District (LAUSD) in 1983, the DARE curriculum was introduced to 20 AISD elementary schools during the 1987-88 school year. Since 1989, DARE has been conducted in all 67 elementary schools and 13 middle/junior high schools in the District. During 1993-94, Bailey and Covington middle schools did not participate in the DARE program. The schools are divided so that one half of the campuses receive the program during the fall semester, and the other half during the spring semester. The 17-week fifth-grade curriculum focuses on providing accurate information about alcohol and drugs, building self-esteem, and teaching students decision-making skills, resistance techniques, and alternatives to drug use. The new seventh-grade curriculum is more age-appropriate for seventh-grade students and provides less repetition from the fifth-grade curriculum. The new seventh-grade curriculum is also designed to be implemented in 10 consecutive days. Several schools were unable to implement the program in 10 consecutive days because of scheduling conflicts (block scheduling, year-round school, etc), and therefore, implemented DARE once a week for 10 weeks.

Over the past six years, AISD's DARE program has expanded from the two officers who piloted the program to 11 officer/instructors and a senior sergeant supervisor. Each officer was responsible for

between four and eight schools each semester. The original plan for the DARE program called for the officers to spend the entire school day at one campus, allowing them to interact with all of the students, including those in lower grade levels. This year, as with the previous two years, some officers had to split their day between two schools, reducing the amount of contact with the students on each campus outside of the classroom.

Student Characteristics

DARE served 5,681 fifth-grade and 4,350 seventh-grade students in AISD during 1993-94. Figure 18 presents the demographic characteristics of the 1993-94 DARE participants.

FIGURE 18
DESCRIPTION OF DARE PARTICIPANTS, 1993-94

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=5,681)	51% Male 49% Female	18% African American 39% Hispanic 43% Other	52%	16%	11%	15%	14%	57%
Middle/ Junior High (N=4,350)	51% Male 49% Female	23% African American 41% Hispanic 36% Other	56%	27%	8%	14%	6%	57%

Student Opinion

A one-third random sample of DARE students in fifth grade and another in seventh grade received a survey at the end of the spring 1994 semester concerning their opinions about the DARE course. Scheduling conflicts prohibited the execution of a fall 1993 DARE survey. Students surveyed said ***definitely yes*** or ***yes*** that:

- DARE taught them more about the harmful effects of illegal drugs than they knew before (93% 5th grade, 62% 7th grade);
- DARE taught them more about the harmful effects of alcohol than they knew before (93% 5th grade, 53% 7th grade);
- DARE helped them to be better able to say "no" to persons who ask them to do something they think is wrong (79% 5th grade, 54% 7th grade); and
- DARE taught them to help/cooperate with a police officer more now than before they took DARE (81% 5th grade, 53% 7th grade).

Alcohol and Other Drug Use

On the student survey, students were asked if DARE had helped them stop using illegal drugs and/or alcohol. **Fifty-one fifth graders and 72 seventh graders said DARE helped them stop using alcohol and/or illegal drugs.**

Generalizing from the data gathered during the spring 1994 DARE survey, if 7% of **all** 5th-grade DARE recipients previously believed themselves to be at risk for future drug use, and 4% now believe themselves to be at risk, the number of students with reduced risk of future drug use was 3% of AISD's 5,681 5th-grade DARE recipients, or 171 students. Similarly, the number of 5th graders with reduced risk of drinking alcohol illegally would be 7% less 4%, or 3% of the 5,681 students, totalling 171 students. When calculated for 7th-grade DARE recipients, a decrease from 22% to 19% of students who believe they would ever use illegal drugs would indicate that 3% of the 4,350 students, or 131 students, have reduced their risk of future illegal drug use. Likewise, the number of 7th graders with reduced risk of drinking alcohol illegally would be 25% less 18%, or 7% of the 4,350 students, totalling 305 students. **Summed together, 903 recipients of DARE (9%) are at less risk for future use of illegal drugs, while 1,003 (10%) have a reduced risk of future illegal use of alcohol.** See Figure 19.

FIGURE 19
DARE STUDENT SURVEY CHANGE IN BEHAVIOR RESPONSE BY GRADE LEVEL, 1993-94

Survey Question	Response	Fifth Grade	Seventh Grade
1. *Before you took DARE, did you think you would ever use illegal drugs?* *Fifth grade (N = 864)* *Seventh grade (N = 612)*	Definitely Yes + Yes	7%	22%
	Not Sure	12%	16%
	Definitely No + No	81%	62%
2. *Since you have taken DARE, do you think you will ever use illegal drugs?* *Fifth grade (N = 870)* *Seventh grade (N = 607)*	Definitely Yes + Yes	4%	16%
	Not Sure	7%	19%
	Definitely No + No	90%	64%
3. *Before you took DARE, did you think you would drink illegally?* *Fifth grade (N = 874)* *Seventh grade (N = 610)*	Definitely Yes + Yes	7%	25%
	Not Sure	14%	15%
	Definitely No + No	79%	60%
4. *Since you have taken DARE, do you think you will ever drink illegally?* *Fifth grade (N = 872)* *Seventh grade (N = 613)*	Definitely Yes + Yes	4%	18%
	Not Sure	6%	21%
	Definitely No + No	90%	62%

On the 1993-94 *Texas School Survey of Drug and Alcohol Use*, AISD students were asked about drug and alcohol usage rates, (see page 11 for a detailed explanation of the survey). AISD added 12 supplemental questions concerning participation in drug and alcohol abuse education and prevention programs. Among those students who reported that they have ever participated in DARE, 43% said that they had used alcohol or illegal drugs during the past 30 days, compared to 57% who had never participated in DARE and had used alcohol or illegal drugs during the same timeframe. This number implies that **DARE may have encouraged 14% of the students who ever participated in DARE to not use alcohol and illegal drugs.**

The survey numbers also show that the DARE message becomes less effective each year after the student participates and needs to be reinforced more frequently than just in 5th and 7th grades. Students who participated in DARE in 1993-94 were the least likely to have used alcohol or illegal drugs during the past 30 days (70%), compared to 67% who participated in DARE in 1992-93, 53% of students who participated between 1988-89 through 1991-92, and 44% of students who participated before 1988-89.

Measures of Program Effects on Student Participants

Results from the GENESYS analysis for 1993-94 DARE participants are shown in Figure 20. **As a whole, the DARE program did not seem to have any impact on students' scores on the ITBS/NAPT.** Given that the 5th-grade DARE takes away three weeks of the students' core curriculum, and the 7th-grade DARE replaces two weeks of its students' core curriculum, it is reassuring to see that students did not perform any worse than would have been expected without participation in the DARE program. **For the 1993-94 school year, none of the 133 DARE 7th-grade participants who were predicted to drop out of school actually dropped out.** In addition, 5th-grade DARE students attended school more frequently than other elementary school students and were retained at a lower rate than all other elementary students. However, DARE students were referred for disciplinary incidences more often than the District average and more than they had been in the previous year. Seventh grade DARE students also attended school less frequently than the District average and than they had during 1992-93.

DFSC Cost

Source	Type of Cost[1]	Number of Students	Cost/Student
Program Records	All students served	10,031	$6.52
DARE 5th- and 7th-Grade Student Surveys[2]	Students reporting they have stopped using alcohol and/or illegal drugs	123	$531.33
	Students reporting decreased likelihood of illegal *alcohol* use	1,003	$65.16
	Students reporting decreased likelihood of illegal *drug* use	903	$72.37
Texas School Survey of Drug and Alcohol Use[3]	Students who were prevented from recently using alcohol or illegal drugs	1,705	$38.33

[1] All cost calculations are based on an allocation of $65,353.

[2] See page 24 for a further explanation of the survey results.

[3] The number of students prevented from using alcohol or drugs for a program is the effect of the difference in the program's rate from the average rate of use in the District. See page iii for a detailed explanation of the calculations.

FIGURE 20
ACADEMIC EFFECTIVENESS OF DARE, 1993-94

ITBS/NAPT		Reading	Mathematics	Language
	Grade 5	=	=	=
	7	=	=	=

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 5	N/A	73% (N=4,584)	56% (N=4,584)	53% (N=4,584)
Grade 7	N/A	60% (N=3,498)	40% (N=3,534)	38% (N=3,644)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School
DROPOUTS		
Compared to District, 1993-94	n/a	+
Compared to predicted levels, 1993-94	n/a	+
RETENTION		
Compared to District, 1993-94	+	+

GRADES	Fall	Spring	Fall	Spring
Compared to District, 1993-94	n/a	n/a	-	-
Compared to themselves, 1992-93	n/a	n/a	-	-
ATTENDANCE				
Compared to District, 1993-94	+	+	-	-
Compared to themselves, 1992-93	-	-	-	-
DISCIPLINE				
Compared to District, 1993-94	-	-	-	-
Compared to themselves, 1992-93	-	-	-	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Note: When indicating program success measured by grade gain on the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted. An = indicates that the gain or loss is not signficantly different than predicted.

Peer Assistance and Leadership (PAL)

1993-94 initial allocation: $60,819; Students served: 1,268

- This year's PALs spent a larger percentage of time (9%) directly addressing drug and/or alcohol abuse than in the past.
- Almost half of the PALee teachers (47%) reported that they had seen improvement in PALee self-concept, while 42% reported improvement in the PALee's socialization skills. Twenty-nine percent of the teachers noted improvement in the PALee's academics, and in 38% noted improvement in PALee attendance on days when the PAL visited.
- PALees had a lower dropout rate than predicted and a lower rate than AISD secondary students overall. The PAL intervention seemed to have a positive impact on the PALees' academic achievement. When comparing TAAS scores of PALees with District averages, 8 of 10 elementary PALee scores were above the District average, and 3 of 4 high school PALee TAAS scores were above the District average.
- PALs are appropriate academic and social role models for PALees, with PALs excelling in academics and displaying responsibility through high rates of school attendance and low rates of disciplinary incidents.

PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students at their own schools as well as at feeder schools. The AISD PAL program served 1,268 students in grades K-12 during 1993-94, compared to 1,044 students during the 1992-93 school year. The grant provided for a program consultant, who served as the District's program coordinator, and consultants to supply additional training, curriculum support, and student conferences.

PALees, 991 students, from seven high schools, 15 middle/junior high schools, and 28 elementary schools were served by the 277 PALs from nine high schools and six middle/junior high schools. Figures 21 and 22 display the characteristics of the PAL and PALee students.

PAL students received 20 hours of training per semester in addition to an initial 30 days of classroom training. The training covered the specific topics of *self-awareness, group dynamics, communication skills, helping strategies, problem solving, decision-making skills, tutoring skills, knowledge of community resources, conflict resolution, and substance abuse prevention.* Substance abuse prevention information was presented by visiting community experts, guest speakers, or through a selection of videotapes. Additional training and seminars continued on a weekly basis throughout the school year. Students began meeting with their PALees after the first six weeks of training were completed. Middle school PALs met with their PALees for 20-25 minutes once each week, and high school PALs met with their PALees for 40-45 minutes once each week.

FIGURE 21
DESCRIPTION OF PALS, 1993-94

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Middle/ Junior High (N=112)	37% Male 63% Female	19% African American 30% Hispanic 51% Other	32%	14%	2%	4%	19%	42%
Senior High (N=165)	39% Male 61% Female	19% African American 24% Hispanic 57% Other	14%	11%	1%	1%	7%	29%

FIGURE 22
DESCRIPTION OF PALEES, 1993-94

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=320)	58% Male 42% Female	21% African American 25% Hispanic 53% Other	55%	21%	6%	28%	3%	50%
Middle/ Junior High (N=598)	50% Male 50% Female	22% African American 43% Hispanic 35% Other	60%	27%	4%	18%	5%	40%
Senior High (N=73)	37% Male 63% Female	32% African American 42% Hispanic 26% Other	60%	48%	4%	42%	1%	64%

In spring 1994, several AISD students enrolled in the AISD PALs program were invited to participate in a student panel at the Governor's Youth Summitt Conference concerning crime and violence in the schools. Several PALs also served on the Student Advisory Committee which helped organize the 1993-94 Peer Assistance Network (PAN) Texas Conference.

Student Journals

As part of the course requirement, PAL students kept a journal and completed monthly reports on the students they served. The monthly reports provided ORE with each PALee's name and the area of service received such as *relations with teachers, peers, or family members, school attendance, self-concept, tutoring,* and *drug and/or alcohol abuse.* Based on the monthly reports, ORE created a database which tracked the records of services for each student. Based upon the records file, 8,294 meetings took place between 277 AISD PALs and 991 PALees over the course of the 1993-94 school

year, with the average PAL participating in 30 meetings and the average PALee participating in over eight meetings throughout the year, with approximately three areas of service being addressed at each meeting. Some additional meetings were reported, but important information about the session (such as the full name of the PAL or PALee) was missing so these records were not included in the database. Figure 23 reflects the number of PALs per school, the number of sessions PALs from each school met with their PALees, and how often they addressed the topic of drug and/or alcohol abuse.

FIGURE 23
PAL MEETINGS WITH PALEES, 1993-94

School	PALs	Sessions with PALees	Average Sessions per PAL	Sessions Addressing Drug and/or Alcohol Abuse
High Schools				
Anderson	16	544	34	28%
Austin	16	242	15	36%
Bowie	28	1,463	52	10%
Crockett	22	692	31	34%
Johnston	20	818	41	33%
Lanier	11	723	67	56%
LBJ	19	677	36	26%
McCallum	20	381	19	25%
Reagan	13	154	12	36%
Middle/Junior High Schools				
Bailey	11	329	30	10%
Bedichek	13	301	23	3%
Covington	12	491	41	15%
Dobie	15	71	5	38%
Fulmore	19	316	17	32%
Kealing	16	467	29	13%
O. Henry	14	284	20	40%
Webb	12	341	28	3%
AISD Total	277	8,294	30	25%

Figure 24 indicates the frequency of all areas of service addressed during PAL-PALee meetings. *It is noteworthy that while the percentage of all topics covered devoted to drug and/or alcohol abuse is still low (9%), it has increased substantially from the 2% reported for the 1991-92 school year.*

FIGURE 24
AREAS OF PEER HELPING PROVIDED BY PAL STUDENTS, 1993-94

Area of Service	Times Addressed	Percentage of All Topics Addressed
Relations with Peers	3,962	17%
Relations with Family Members	3,342	15%
Self-Concept	3,017	13%
Tutoring	2,191	10%
Social Adjustment	2,104	9%
Drug and/or Alcohol Abuse (self and others)	2,043	9%
*Other**	1,975	9%
Relations with Teachers	1,668	7%
School Attendance	1,463	6%
Staying in School	1,218	5%
Total	22,983	100%

* The category "Other" included a wide range of subjects such as getting acquainted, dealing with personal crises, sex, gangs, fighting, manners, AIDS, and teen pregnancy.

Teacher Opinion

To help assess behavior and attitudinal change in students served by the program, PALees' classroom teachers were asked to fill out feedback forms at the end of each semester. The forms invited open-ended comments regarding the program and included a rating box for each PALee's progress in four areas over the semester. Results from the assessment are presented in Figure 25.

Many teachers remarked that the PALs provided a much-needed positive influence in the life of a particular PALee. Although a few teachers questioned the selection of certain students to be PALees, few comments of this sort were made. Figure 26 presents a sample of the comments made by PALees' teachers.

FIGURE 25
TEACHER RATINGS OF PALEE PROGRESS, 1993-94

Area of Observation	Improved	Stayed the Same: Acceptable	Stayed the Same: Needs Improvement	Become Worse
Socialization (with teachers, peers) (N=192)	42%	28%	27%	6%
School Attendance on PAL days (N=192)	38%	53%	7%	2%
Academic Performance (N=192)	29%	37%	24%	2%
Self-Concept (N=192)	47%	28%	26%	3%

FIGURE 26
SAMPLE OF COMMENTS MADE BY PALEES' TEACHERS REGARDING THE PAL PROGRAM, 1993-94

This program offers a positive connection for students like [PALee]. He benefitted from these contacts because he needed one to one.

[PALee] appears to have a lot more self-confidence than he did before he had a PAL. He always looks forward to meeting with his PAL.

[PALee] is more excited about attending school now. Before she had a PAL it was hard to get [PALee] to attend school.

Since the PAL has been working with this student, I have seen improvement. She now will try to work the problems on her own, instead of asking others to work them for her.

[PALee] has been on the fringes of gang activity; I hope that she now feels more valuable to those outside the gang.

[PALee] has a very low self-esteem, but she seems to feel better socially now that someone has taken the time to listen to her.

[PALee] asks everyday if it is "PAL" day! She loves going with [PAL].

I have seen a tremendous difference in [PALee] since the beginning of school! He is more willing to do work and has a much better attitude. Thank you very much. He looks forward to Thursday afternoons with you.

Alcohol and Other Drug Use

On the 1993-94 *Texas School Survey of Drug and Alcohol Use*, AISD students were asked about drug and alcohol usage rates, see page 11 for a detailed explanation of the survey. AISD added 12 supplemental questions concerning participation in drug and alcohol abuse education and prevention programs. Among those students who had *ever* been a PAL, 50% said they had used alcohol or illegal drugs during the past 30 days, compared to 46% of students who had *never* been a PAL and had used alcohol or illegal drugs during the same timeframe. Among those students who had *ever* been a PALee the story was similar; 53% said they had used alcohol or illegal drugs during the past 30 days, compared to 46% who had *never* been a PALee and had used alcohol or illegal drugs during the same timeframe.

Students who participated as PALs during 1993-94 were less likely to have used alcohol or illegal drugs during the past 30 days than students who had never participated as a PAL, 42% to 46%. Students who participated as PALees during 1993-94 were *more* likely to have used alcohol or illegal drugs during the past 30 days than students who had never participated as a PALee, 55% to 46%. *However, the story is different for students who participated as PALees during 1992-93. These students were less likely to have used alcohol or illegal drugs during the past 30 days than students who had never participated as a PALee, 40% to 46%.*

Measures of Program Effects on Student Participants

The PAL program is primarily focused on aiding the PALees, though the PALs may also benefit from the training and responsibility that is necessary to become a PAL. Because both the PAL and PALee benefit from the program, GENESYS results are presented for the PALees in Figure 27 and the PALs in Figure 28.

As shown in Figure 27, elementary PALees had fewer discipline problems than their fellow students, while secondary PALees tended not to drop out as much as other students, nor to the degree predicted for students with their at-risk characteristics. *The PAL program did not have a positive effect on PALees' academic achievement when measured as either achievement gain on the ITBS/NAPT or as grades.* However, when comparing TAAS scores of PALees with District averages, 8 of 10 elementary PALee scores were above the District average, and 3 of 4 high school PALee TAAS scores were above the District average. Discipline remained problematic for middle school PALees in 1993-94, with a higher percentage of PALees referred for discipline problems than other AISD students.

As shown in Figure 28, PALs outperformed their peers on all measures of academic success. PALs had fewer discipline problems than their fellow students and tended to drop out at lower rates than other students. *The PAL program showed a positive effect on PAL academic achievement when measured against achievement gain on the ITBS/NAPT, grades, or TAAS Mastery.* When comparing the TAAS scores of PALs with District averages, PALs taking the grade 8 and Exit level TAAS scored above the District average on all tests.

DFSC Cost

The DFSC cost per student served was $47.96 ($60,819/1,268).

FIGURE 27
ACADEMIC EFFECTIVENESS OF PAL PROGRAM FOR PALees, 1993-94

ITBS/NAPT		Reading	Mathematics	Language
Elementary:	*Grade 2*	-	=	n/a
	3	=	=	n/a
	4	=	=	=
	5	=	=	=
Middle/Junior High:	*Grade 6*	=	-	-
	7	=	=	=
	8	=	-	=

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 3	N/A	59% (N=34)	41% (N=32)	35% (N=34)
Grade 4	66% (N=56)	47% (N=57)	23% (N=57)	16% (N=61)
Grade 5	N/A	57% (N=67)	33% (N=69)	32% (N=69)
Grade 6	N/A	44% (N=211)	23% (N=215)	21% (N=221)
Grade 7	N/A	44% (N=103)	24% (N=108)	21% (N=111)
Grade 8	45% (N=148)	55% (N=141)	28% (N=143)	24% (N=160)
Exit Level	46% (N=13)	46% (N=13)	23% (N=13)	23% (N=13)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
Compared to District, 1993-94	n/a	+	+
Compared to predicted levels, 1993-94	n/a	+	-
RETENTION			
Compared to District, 1993-94	=	-	-

GRADES	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District, 1993-94	n/a	n/a	-	-	-	-
Compared to themselves, 1992-93	n/a	n/a	-	-	-	-
ATTENDANCE						
Compared to District, 1993-94	=	-	-	-	-	-
Compared to themselves, 1992-93	-	=	-	-	-	-
DISCIPLINE						
Compared to District, 1993-94	-	+	-	-	+	-
Compared to themselves, 1992-93	=	+	-	-	=	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Note: When indicating program success measured by grade gain on the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted. An = indicates that the gain or loss is not signficantly different than predicted.

FIGURE 28
ACADEMIC EFFECTIVENESS OF PAL PROGRAM FOR PALs, 1993-94

ITBS/NAPT		Reading	Mathematics	Language
Middle/Junior High:	*8*	=	+	=
High School:	*Grade 11*	=	=	=

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 8	79% (N=105)	85% (N=103)	63% (N=104)	60% (N=108)
Exit Level	100% (N=169)	99% (N=169)	98% (N=169)	98% (N=169)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Middle/Junior High School	High School
DROPOUTS		
Compared to District, 1993-94	+	+
Compared to predicted levels, 1993-94	+	+
RETENTION		
Compared to District, 1993-94	+	+

GRADES	Fall	Spring	Fall	Spring
Compared to District, 1993-94	+	+	+	+
Compared to themselves, 1992-93	+	+	+	+
ATTENDANCE				
Compared to District, 1993-94	+	+	+	+
Compared to themselves, 1992-93	-	+	-	-
DISCIPLINE				
Compared to District, 1993-94	+	+	+	+
Compared to themselves, 1992-93	-	+	=	+

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Note: when indicating program success measured by grade gain on the ITBS or NAPT, a = or - indicates that the gain or loss is significantly higher or lower than was predicted. An = indicates that the gain or loss is not signficantly different than predicted.

Private Schools

1993-94 initial allocation: $18,801; Students served: 2,975

> Thirteen private schools received Drug-Free Schools monies during the 1993-94 school year.

By law, private schools within the District's boundaries are offered the opportunity to receive DFSC funds for the development or expansion of comprehensive, pre-K through grade 12, age-appropriate programs related to the abuse of controlled, illegal, addictive, or harmful substances. Funds may be used for *acquisition or implementation of programs, staff development, consultants, materials, supplies, equipment,* and *registration fees for workshops or training.* Expenditures must be supplemental, necessary, reasonable, and consistent with the purpose of the Drug-Free Schools Act of 1986 as amended by subsequent legislation.

During the 1993-94 school year, 13 private schools received DFSC monies to supplement their curriculum. One private school did not spend its funds. Private schools used DFSC monies to purchase instructional materials, additional reading materials, computer software, library resources, and consultant time to train teachers. Private school enrollments and allocations are listed in Figure 29.

FIGURE 29
PRIVATE SCHOOLS RECEIVING DRUG-FREE SCHOOLS FUNDS, 1993-94

Private School	Grade Span	Enrollment	Initial 1993-94 Allocation
Duane Lake Academy	K-6	25	$158
Great Hills Christian	K-12	380	$2,401
Hope Lutheran School	PK-6	101	$638
Kirby Hall	K-12	151	$954
Redeemer Lutheran School	PK-6	273	$1,725
Sacred Heart Catholic School	PK-6	230	$1,454
St. Austin's	K-8	244	$1,542
St. Ignatius Catholic School	PK-8	255	$1,611
St. Louis Catholic School	PK-8	450	$2,844
St. Mary's Cathedral School	PK-8	275	$1,738
St. Michael's Academy	9-12	205	$1,296
St. Paul Lutheran School	PK-8	210	$1,328
St. Theresa's	PK-6	176	$1,112
TOTAL	**PK-12**	**2,975**	**$18,801**

DFSC Cost

The DFSC cost per student served was $6.32 ($18,801/2,975).

Student Alcohol and Drug Abuse Education and Prevention Program

1993-94 initial allocation: $113,001; Participants served: 1,752

- Most teachers gave the workshop a grade of A (71%), while only 5% of the teachers gave the workshop a grade of C or D. Virtually all of the teachers agreed or strongly agreed that the workshop was a good use of their time (95%), the students' time (97%), and of District resources (93%).
- Participation in SADAEPP significantly decreased students' self-reported likelihood of using illegal drugs and/or using alcohol illegally.
- Teachers estimated that a significantly lower percentage of students who participated in SADAEPP were now likely to use illegal drugs and/or use alcohol illegally.
- Overall, SADAEPP appears to have had limited benefit to students on any of the academic criteria measured.

The Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP), developed and implemented by AISD's Office of School-Community Services, has expanded from one-time workshops benefitting groups of 50 students in 1990-91 to a comprehensive five-phase program targeting all secondary schools and fifth graders from 14 elementary schools. School-Community Services staff believed that the major drawback of the former program (Secondary Student Leadership Development Program) was that each student received only a one-time experience, limiting any long-term effect. The revised program sought to have a greater impact on those students served through numerous workshops. SADAEPP provides a strong "no-use" alcohol and illegal drug message strengthened by student engagement in self-esteem and leadership-building activities which are intended to help them resist influences to use illicit substances. The experiential education activities in which students engage are designed to develop such skills as team building, trust, communication, decision making, problem solving, and negative peer pressure resistance. The grant provided 75% of the salary for the project facilitator and two program assistants, substitutes to allow participation by teachers, facility rental, and transportation costs.

Three types of populations participated in SADAEPP throughout the 1993-94 school year: elementary students, secondary students, and faculty. The elementary student population was comprised of all fifth-grade students from 14 elementary schools. Schools were selected for participation by their assistant superintendent. Secondary students included 40 students from each of 26 secondary schools, chosen by school personnel. School personnel were asked to choose a mix of students, based on achievement, whom they believed would most benefit from the retreat. An effort was made this year to try to include "middle-of-the road" students who might not be receiving any other special services from their school. All of the faculty from three elementary schools participated in the program, while one other retreat was held with faculty from several schools participating. In all, 2,024 participants were reported as being served by SADAEPP at a rate of approximately 12 per school day (see Figure 30). Characteristics of students participating in the program are shown in Figure 31.

FIGURE 30
SCHOOLS PARTICIPATING IN SADAEPP, 1993-94

School	Grade(s) Participating	Number of Students
Allan Elementary	5	83
Allison Elementary	5	5
Brentwood Elementary	5	110
Doss Elementary	4	9
Highland Park Elementary	4,5	8
Kiker Elementary	5	127
Kocurek Elementary	5	12
Menchaca Elementary	5	111
Oak Hill Elementary	5	152
Pecan Springs Elementary	5	79
Travis Heights Elementary	5	119
Williams Elementary	5	10
Winn Elementary	5	99
Wooten Elementary	5	14
Bailey Middle School	6-8	40
Bedichek Middle School	6-8	42
Burnet Middle School	6-8	40*
Covington Middle School	6,8	40
Dobie Middle School	6-8	40*
Fulmore Middle School	6-8	40*
Lamar Middle School	6	42
Martin Middle School	6-8	40*
Mendez Middle School	6-8	40
Murchison Middle School	6-8	20
O. Henry Middle School	6-8	41
Pearce Middle School	6-8	40*
Porter Middle School	6-8	38
Webb Middle School	6-8	40
Anderson High School	9-12	40
Austin High School	9-12	54
Bowie High School	9-12	40*
Crockett High School	9-12	47
Johnston High School	9-12	43
LBJ High School	9-12	40
Lanier High School	9-12	41
McCallum High School	9-12	51
Reagan High School	9-12	41
Robbins Secondary School	9-12	40
Travis High School	9-12	40
Alternative Learning Center	6-12	66
TOTAL		2,024

* Estimated: the school did not submit a student roster.

FIGURE 31
DESCRIPTION OF STUDENTS PARTICIPATING IN SADAEPP, 1993-94

Grade Level	Sex	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=839)	50% Male 50% Female	4% African American 27% Hispanic 69% Other	30%	14%	7%	13%	14%	40%
Middle/ Junior High (N=381)	46% Male 54% Female	22% African American 42% Hispanic 36% Other	48%	25%	5%	21%	13%	34%
Senior High (N=532)	50% Male 50% Female	34% African American 35% Hispanic 32% Other	45%	44%	2%	8%	2%	66%

Program Implementation

The program for secondary students consisted of five phases. During Phase I, teachers were trained in strategies for facilitating small group activities and processing group learning. Phase II entailed student orientation, where students were introduced to program activities by staff and teacher facilitators. The next phase, Phase III, involved a day-long retreat at the Sunshine Camp in Zilker Park, where students and teacher facilitators participated in Reality Oriented Physical Experience Session (ROPES) activities, which involved experiential educational activities designed to develop leadership skills, trust, communication, collective problem-solving, and negative peer pressure resistance. If weather did not permit outdoor retreats, the ROPES activities were held in the Toney Burger Center. Phase IV was conducted by the students' teachers and was integral in linking students' ROPES experience with personally relevant life experiences through brainstorming and role playing techniques involving charades and group presentations. Some of the suggested topics for the role playing and presentations included:

- Your boyfriend/girlfriend is pressuring you to have sex;
- Gang members are intimidating you and your friends and trying to get you to join the gang;
- Someone is selling drugs at school or in the neighborhood and trying to get you to try using drugs;
- There is a group of people at school who think that the only way to have fun is to smoke, drink, and/or use drugs; and,
- One of your friends is skipping school a lot, failing, and wants to drop out.

Teacher-facilitators were allowed to modify presentation topics as needed to help students with their presentations. **In Phase IV, more than in any other, the no-use drug message was promoted. In a major policy change from previous years, in 1993-94, schools were not allowed to advance to**

Phase V until Phase IV was completed. The final phase, Phase V, involved a second full-day retreat during which the students once again participated in ROPES activities. This phase allowed students to continue developing and practice using their decision-making, communication, and problem-solving skills. Elementary workshops included the first four phases of the program, eliminating the second ROPES activity. Teacher workshops lasted only one day and involved only Phase III, the first ROPES activity.

Staff Opinion

A total of 106 school staff from six elementary, 10 middle/junior high schools, and 10 high schools completed an ORE survey regarding the SADAEPP workshops.

The vast majority of staff surveyed ***agreed*** or ***strongly agreed*** that:

- They have seen a positive behavior change in students participating in the workshops (80%);
- Students have demonstrated increased self-confidence since participating in the workshops (82%);
- Students gained knowledge of their "leadership potential" through the workshops (92%);
- Students are better able to make responsible choices as a result of the workshops (78%);
- Students' interactions with teachers have been more positive since participating in the workshops (77%);
- The teacher orientation (Phase II) was beneficial to them in their role as facilitator, and the follow-up sessions were effective in reinforcing the workshops (88%); and,
- The fourth phase of the program, involving the linking of the ROPES experience to personally relevant life issues, was effective in reinforcing the workshops (80%).

Most teachers gave the workshop a grade of A (71%) while only 5% of the teachers gave the workshop a grade of C or D. Almost all of the teachers agreed or strongly agreed that the workshop was a good use of their time (95%), the students' time (97%), and of District resources (93%). Of the 40 teachers who chose to write additional comments about the program, 27 of the comments were clearly positive (68%), seven were either neutral or mentioned good and bad aspects of the program (18%), while only six of the comments could be construed as negative (15%).

Student Opinion

During the 1993-94 school year, 994 of the students completed an anonymous survey at the end of the SADAEPP workshops. Most of the students surveyed said ***yes*** or ***definitely yes*** that:

- The workshop helped them feel more self-confident (73%);
- They are better able to make decisions because of this workshop (64%);

- The workshop helped them see themselves as leaders (68%);
- They are better able to make responsible choices because of the workshop (72%); and
- They had learned about the risks of illegal alcohol and other drug use during the workshop (63%).

Alcohol and Other Drug Use

Nearly three fourths (75%) of the teachers agreed or strongly agreed that students learned about the dangers of drug and alcohol use at the workshops. On the average, teachers estimated that 48% of the students chosen to participate in SADAEPP were likely to use alcohol illegally, while 37% of the students were believed to be likely to use illegal drugs. Teachers anticipated that, after having participated in SADAEPP, the percentage of students likely to use alcohol illegally had dropped to 35%, while the percentage of students likely to use illegal drugs decreased to 26%. The decreases in percentages of students whom they believe are likely to use either alcohol illegally and/or illegal drugs are statistically significant (see Figure 32). *Within the context of the 1,752 students served by SADAEPP, the percentages would translate to 228 students who were likely to use alcohol illegally and 193 students who were likely to use illegal drugs.*

FIGURE 32
ESTIMATED DECREASE IN ALCOHOL AND OTHER DRUG USE ATTRIBUTED TO PARTICIPATION IN SADAEPP, 1993-94 SADAEPP TEACHER SURVEY

Item	Response
Prior to the SADAEPP workshop, what percent of students do you believe were likely to use alcohol illegally?	48%
Now that students have had the opportunity to learn the skills taught at this workshop, what percent of students do you believe are now likely to use alcohol illegally?	35%
Change in percentage points from before SADAEPP to after SADAEPP for illegal use of alcohol.	-13 ($t=8.73$, $p<.0001$)
Prior to this workshop, what percent of students do you believe were likely to use illegal drugs?	37%
Now that students have had the opportunity to learn the skills taught at this workshop, what percent of students do you believe are now likely to use illegal drugs?	26%
Change in percentage points from before SADAEPP to after SADAEPP for illegal drugs.	-11 ($t=7.46$, $p<.0001$)

Students also were asked behaviorally oriented questions about how likely they were to use alcohol and use illegal drugs. Out of the 983 students who chose to answer the questions related to future illegal alcohol use, 182 students (19%) indicated that prior to participating in the workshop, they were likely to engage in illegal drinking. Of these self-reported potential users, **101 (10%) reported that they no longer thought they would use alcohol illegally, while another 205 (21%) reported that they were not sure whether they would use alcohol illegally now or not.** The average decrease in self-reported belief concerning illegal use of alcohol in the future after having participated in SADAEPP was statistically significant (see Figure 33).

FIGURE 33
ESTIMATED DECREASE IN ALCOHOL AND OTHER DRUG USE ATTRIBUTED TO PARTICIPATION IN SADAEPP, 1993-94 SADAEPP STUDENT SURVEY

Item	Average Response (1= Definitely Yes; 5=Definitely No)
Before you participated in the SADAEPP workshop, did you think you would ever drink illegally?	3.76
Since you've participated in the SADAEPP workshop, do you think you will ever drink illegally?	4.00
Average shift in response from before SADAEPP to after SADAEPP for the likelihood of illegally using alcohol	**+.25 (t=8.4, p<.0001)**
Prior to this workshop, did you think you would use illegal drugs?	4.12
Since you've participated in the SADAEPP workshop, do you think you are now likely to use illegal drugs?	4.33
Average shift in response from before SADAEPP to after SADAEPP for the likelihood of using illegal drugs	**+.21 (t=7.5, p<.0001)**

Similarly, the average decrease in self-reported likelihood of using drugs after having participated in SADAEPP was statistically significant. Of 988 students who answered the questions related to anticipated future use of illegal drugs, 129 (13%) students reported that prior to participating in SADAEPP, they thought they were likely to use illegal drugs at some future date. Of the 129 potential users, **66 (7%) reported that they now no longer thought they would use illegal drugs, while an additional 115 (12%) students reported that they were no longer certain whether or not they would use them.** *Generalized to the 1,752 students who participated in SADAEPP, judging from the percent of self-reported future use, approximately 66 students who believed that they would have used illegal drugs no longer believe that they will use illegal drugs, while another 101 potential users of alcohol were no longer certain that they would engage in illegal alcohol use.*

On the 1993-94 *Texas School Survey of Drug and Alcohol Use*, AISD students were asked about drug and alcohol usage rates (see page 11 for a detailed explanation of the survey). AISD added 12 supplemental questions concerning participation in drug and alcohol abuse education and prevention programs. Among those students who had *ever* participated in SADAEPP, 49% said they had used alcohol or illegal drugs during the past 30 days, compared to 46% who had *never* participated in SADAEPP and had used alcohol or illegal drugs during the same timeframe. **Students who participated in SADAEPP during 1993-94 were slightly less likely to have used alcohol or illegal drugs during the past 30 days than students who had never participated in SADAEPP, 45% to 46%.**

Measure of Program Effects on Student Participants

GENESYS results for students participating in SADAEPP are shown in Figure 34. **Overall, SADAEPP appears to have had limited benefit to students on any of the academic criteria measured.** Elementary students may have benefitted the most from the SADAEPP training. On the TAAS, students scored higher than the District average on all tests. The rate of elementary participants who were retained was lower than that of other elementary students. Elementary students also had lower rates of discipline incidents than other elementary students.

Middle/junior high students who participated in SADAEPP dropped out less often than predicted and less often than other middle/junior high students. In spite of a lower dropout rate, middle/junior high SADAEPP participants had lower grades, lower attendance, and a higher rate of discipline incidents in 1993-94 than other middle/junior high students and showed a decline from their own performance from the 1992-93 school year. Despite the fact that the high school students who participated in SADAEPP dropped out less often than predicted and less often than other high school students, high school students participating in SADAEPP had no indicators suggesting academic gain. High school SADAEPP participants had lower grades, lower attendance, and a higher disciplinary rate in 1993-94 than other high school students and showed a decline from their own performance from the 1992-93 school year. Students in grade 9 also scored significantly lower than predicted on the Language portion of the NAPT.

DFSC Cost

Source	Type of Cost[1]	Number of Students	Cost/Student
Program Records	All students served	1,752	$64.50
SADAEPP **teacher/staff** survey[2]	Cost per student with a decreased likelihood of illegal alcohol use	228	$495.62
	Cost per student with a decreased likelihood of use of illegal drugs	193	$585.50
SADAEPP **student** survey[3]	Cost per student with a decreased likelihood of illegal alcohol use	101	$1,119
	Cost per student with a decreased likelihood of use of illegal drugs	66	$1,712
Texas School Survey of Drug and Alcohol Use[4]	Cost per student who was prevented from recently using alcohol or illegal drugs	18	$6,278

[1] All cost calculations are based on an allocation of $113,001.
[2] See page 40 for a further explanation of the survey results.
[3] See page 41 for a further explanation of the survey results.
[4] The number of students prevented from using alcohol or drugs for a program is the effect of the difference in the program's rate from the average rate of use in the District. See page iii for a detailed explanation of the calculations.

FIGURE 34
ACADEMIC EFFECTIVENESS OF SADAEPP, 1993-94

ITBS/NAPT		Reading	Mathematics	Language
Elementary:	*Grade 5*	=	=	=
Middle/Junior high:	*Grade 6*	=	=	=
	7	=	=	+
	8	=	=	=
Senior high school:	*Grade 9*	=	=	-
	10	=	=	=
	11	=	=	=

TAAS	Percent Passing Writing	Percent Passing Reading	Percent Passing Mathematics	Percent Passing All Tests
Grade 5	N/A	79% (N=590)	63% (N=595)	61% (N=606)
Grade 6	N/A	56% (N=119)	45% (N=120)	42% (N=122)
Grade 7	N/A	63% (N=90)	43% (N=90)	39% (N=94)
Grade 8	57% (N=76)	62% (N=78)	42% (N=83)	42% (N=86)
Exit Level	81% (N=202)	82% (N=202)	69% (N=202)	67% (N=202)

OTHER INDICATORS OF PROGRAM EFFECTIVENESS	Elementary	Middle/Junior High School	High School
DROPOUTS			
Compared to District, 1993-94	n/a	+	+
Compared to predicted levels, 1993-94	n/a	+	+
RETENTION			
Compared to District, 1993-94	+	+	+

GRADES	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District, 1993-94	n/a	n/a	-	-	-	-
Compared to themselves, 1992-93	n/a	n/a	-	+	-	-
ATTENDANCE						
Compared to District, 1993-94	+	+	+	-	+	-
Compared to themselves, 1992-93	-	-	-	-	-	-
DISCIPLINE						
Compared to District, 1993-94	+	+	-	-	-	-
Compared to themselves, 1992-93	=	=	-	-	-	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

Note: When indicating program success measured by grade gain on the ITBS or NAPT, a + or - indicates that the gain or loss is significantly higher or lower than was predicted. An = indicates that the gain or loss is not signficantly different than predicted.

CURRICULUM AND STAFF DEVELOPMENT

Pre-K-12 Curriculum Supplement

1993-94 initial allocation: $24,052; Students served: 14,848

- Seventy-five AISD campuses (90%) participated in one of the projects funded through the DFSC Pre-K through 12 Curriculum Supplement.
- Only 12,454 students (35%) in grades 1-6 were exposed to the required drug-free schools curriculum.
- Nine middle/junior high schools (60%) taught the required grade 6 drug-free curriculum; however, six middle schools (40%) did not teach the required drug-free curriculum.
- Forty-two elementary schools (63%) taught the required grades 4-5 drug-free cirruculum; however, 25 elementary schools (37%) did not teach the required grade 4-5 drug-free curriculum.
- Thirty elementary schools (45%) used the required grade 1-4 drug-free curriculum; however, 37 elementary schools (55%) did not use the grades 1-4 required drug-free curriculum.
- The number of kits checked out during the 1993-94 school year reflects a 14% decrease from the 474 kits checked out during the 1992-93 school year, while the number of students served by these kits decreased 7% from the 13,358 students served in the previous year.
- The wellness coordinator inspected the PRIDE and Education for Self-Responsibility kits and determined that both of the kits were outdated and not age-appropriate.

The objectives of the DFSC-funded Pre-K-12 Curriculum Supplement component for the 1993-94 school year were:

- To continue to provide age-appropriate curriculum to students in grades Pre-K through 12 that covers the areas of drug and alcohol education and prevention;
- To provide in-service training to teachers and counselors on how to make the best use of materials and consultants dealing with drug and alcohol education and prevention; and
- To provide monies for registration fees so that administrators, counselors, and teachers for the DFSC program could attend state and national conferences in order to stay current with drug and alcohol education and prevention programs and curricula.

During the 1993-94 school year, the DFSC monies set aside for the Pre-K-12 Curriculum Supplement component have provided AISD faculty at all grade levels with the opportunity to participate in a variety of training workshops, conferences, and instructional programs addressing student alcohol and other drug use prevention. Opportunities included:

- Staff development for using *Here's Looking At You 2000* Kits;
- Funding for enrollment in drug education prevention education programs; and
- Funding for attending drug education prevention conferences.

DFSC monies were used to pay for teacher substitutes, conference registration fees, registration fees for attending an institute to learn about drug use prevention, stipends for faculty to teach other faculty how to use drug abuse prevention kits, workshop leaders, and drug education materials.

Drug Education Materials

DFSC monies funded one quarter of the salary for a clerk responsible for maintaining records of DFSC Curriculum component use. The clerk responded to requests for Prevention and Remediation in Drug Education (PRIDE) and Education for Self-Responsibility (ESR) curricular materials, refurbished kits, and kept a computerized record of all checkouts. The Science and Health Resource Center provided delivery and pick-up of requested materials.

Two middle/junior high schools (13%) and 29 elementary schools (43%) requested PRIDE material kits during the 1993-94 school year. A total of 145 kits were checked out, serving 3,549 students. PRIDE kits are the required drug-free curriculum for grades 1 - 4. PRIDE kits are available for optional use in grades K and 5 - 12.

Nine middle/junior high schools (60%) and 43 elementary schools (64%) requested Education for Self-Responsibility (ESR) material kits during the 1993-94 school year. A total of 270 kits were checked out, serving 8,905 students. ESR kits are required to be used in grades 4 - 6, and are available for optional use in grades K-3.

Six middle schools (40%) did not teach the required grade 6 drug-free curriculum using the ESR kits. Twenty-five elementary schools (37%) did not teach the required grades 4-5 drug-free curriculum using the ESR kits. Thirty-seven elementary schools (55%) did not use the grades 1-4 required drug-free curriculum using the PRIDE kits.

During 1993-94, 12,454 students (35%) in grades 1-6 were exposed to the required drug-free schools curriculum. The number of kits checked out during the 1993-94 school year reflects a 14% decrease from the 474 kits checked out during the 1992-93 school year, while the number of students served by these kits decreased 7% from the 13,358 students served in the previous year.

The wellness coordinator inspected the PRIDE and ESR kits and determined that both of the kits were outdated and not age-appropriate.

Staff Development Workshops

Four AISD teachers were sent to San Antonio in February for two days to be instructed as trainers for the *Here's Looking at You 2000* kits. The trainers taught 70 teachers to use the 22 *Here's Looking at You 2000* kits purchased in 1993-94.

Of the 70 participants from the Here's Looking at You 2000 workshop conducted by the four trained AISD staff members, 62 (88%) completed a survey for the workshop. On a scale of 1 to 5, with 1 being low and 5 being high, all (100%) participants gave 4's or 5's on items indicating:

- The workshop objectives were [clear];
- The content was [relevant/useful];
- The printed materials were [effective];
- The workshop objectives [were] met; and,
- The presenter was [knowledgeable and well prepared].

Staff were evenly split with regard to wanting more training in this area, with 36 indicating that they did want more training, 30 indicating that they did not want more training, and the other 4 not responding. Open-ended comments were generally positive, with a few suggestions offered for future workshops.

Staff Attendance at Drug Use Prevention Conferences and Institutes

Twenty-two AISD staff participated in drug use prevention conferences and/or institutes during the 1993-94 school year. Ninteen faculty members attended one of several Texans' War on Drugs institutes. One AISD administrator attended the 8th Annual AOD Conference in Colorado. Two AISD administrators attended the week-long 37th Annual Institute of Alcohol and Drug Studies in Austin, July 17-22, 1994.

Figure 35 presents compilations of campus involvement with activities and materials funded through the DFSC grant.

DFSC Cost

In all, the number of students who are assumed to have benefitted from staff training through DFSC-funded Pre-K-12 Curriculum Supplement programs is estimated to be all students in the trained teachers' classrooms: 14,848 students

The DFSC cost per student served was $1.62 ($24,052/14,848).

FIGURE 35
CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1993-94

School	Number of Students served with ESR kits	Number of Students Served with PRIDE kits	Number of Teachers Attending the Texas War on Drugs Conference[1]	Number of Teachers Attending the Here's Looking at You 2000 Training
Middle/Junior High Schools				
Bailey	405	-	-	-
Bedichek	60	-	-	-
Burnet	366	-	-	-
Covington	660	-	-	-
Dobie	-	-	-	-
Fulmore	295	-	-	-
Kealing	-	-	-	-
Lamar	280	-	-	-
Martin	-	-	-	-
Mendez	-	-	1	-
Murchison	-	-	-	-
O. Henry	260	180	-	-
Pearce	-	-	1	-
Porter	240	-	-	-
Webb	118	30	2	-
Secondary Total	2,684	210	4	-
Elementary Schools				
Allan	-	15	1	1
Allison	100	-	-	1
Andrews	90	48	-	2
Barrington	-	-	-	1
Barton Hills	72	40	-	-
Becker	-	-	-	-
Blackshear	-	-	-	2
Blanton	119	46	-	1
Boone	156	96	-	1
Brentwood	-	335	-	2
Brooke	-	-	-	5
Brown	222	-	-	-
Bryker Woods	103	-	-	-
Campbell	-	-	-	4
Casis	250	-	-	2

FIGURE 35
CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1993-94

School	Number of Students served with ESR kits	Number of Students Served with PRIDE kits	Number of Teachers Attending the Texas War on Drugs Conference[1]	Number of Teachers Attending the Here's Looking at You 2000 Training
Cook	110	64	-	-
Cunningham	-	-	-	-
Davis	270	-	-	-
Dawson	185	-	-	3
Doss	-	102	-	-
Galindo	126	-	-	1
Govalle	105	306	-	-
Graham	-	-	-	2
Gullett	80	80	-	2
Harris	-	130	-	-
Highland Park	230	38	-	-
Hill	-	156	-	3
Houston	225	120	-	1
Jordan	80	46	-	-
Joslin	44	180	-	-
Kiker	174	110	-	2
Kocurek	180	22	-	3
Langford	-	108	-	1
Lee	60	-	-	5
Linder	-	65	-	-
Maplewood	-	63	-	1
Mathews	86	184	-	-
Menchaca	322	300	-	-
Metz	20	45	-	-
Norman	-	-	-	-
Oak Hill	-	-	-	5
Oak Springs	-	-	-	1
Odom	-	247	1	2
Ortega	88	-	1	-
Palm	142	-	-	-
Patton	164	-	-	-
Pease	22	-	-	-
Pecan Springs	88	-	3	-

FIGURE 35
CAMPUS USE OF K-12 DRUG-FREE SCHOOLS CURRICULA AND TRAINING, 1993-94

School	Number of Students served with ESR kits	Number of Students Served with PRIDE kits	Number of Teachers Attending the Texas War on Drugs Conference[1]	Number of Teachers Attending the Here's Looking at You 2000 Training
Pillow	186	-	-	-
Pleasant Hill	-	-	-	1
Reilly	-	127	-	-
Rice	227	-	-	-
Ridgetop	-	-	-	-
Sanchez	228	-	1	-
Sims	-	-	-	-
St. Elmo	120	-	-	1
Summitt	129	-	-	-
Sunset Valley	208	-	-	3
Travis Heights	270	-	1	-
Walnut Creek	-	40	-	-
Widen	144	-	-	-
Williams	175	-	-	4
Winn	-	110	-	4
Wooldridge	54	-	-	4
Wooten	236	116	-	-
Zavala	195	-	-	-
Zilker	136	-	-	-
Elementary Total	6,221	3,339	8	71
AISD TOTAL	8,905	3,549	12	71

[1] In addition to the four middle and junior high school teachers and the eight elementary school teachers who attended the Texas War on Drug Conference, one teacher from Anderson and two teachers from Lanier also participated in the conference.

Student Assistance Program (SAP) Training

1993-94 initial allocation: $15,000; Staff served: 135

- Student Assistance Program (SAP) Training was implemented as planned this year, providing training to 135 AISD elementary and secondary staff.
- Twenty-two schools were served with SAP funds.

The Student Assistance Plan (SAP) is a school-based process aimed at helping students address difficulties which affect their ability to perform successfully in school. Staff are trained to recognize students who are having academic and/or personal difficulties. When a student is identified as potentially experiencing difficulties, a SAP Core Team works with the student to provide appropriate school-based assistance. If the student and family needs exceed the capability of campus resources, the SAP team helps the student find an appropriate referral source. Students are monitored to ensure they are progressing satisfactorily. Alcohol and other drug use are the primary concerns upon which the program is focused, along with related student problems which interfere with student functioning.

Four main objectives established for SAP during the 1993-94 school year were:

1. To provide training for school-based teams who want to establish or strengthen SAP on their campuses;
2. To use the SAP process to strengthen the newly established Service Facilitation Team (SFT) concept;
3. To customize training so that campus teams would be able to begin functioning after the training; and
4. To use the SAP training as a vehicle to support the work of two externally funded programs, the At-Risk Counselors and the Texas Children's Mental Health Plan School-Based Services Teams.

In comparison to the previous year, the 1993-94 SAP initiative was organized to meet the stated objectives and was more successful in meeting those objectives. Implementation of the program began with the SAP trainer meeting with each of the Service Facilitation Team (SFT) members at the beginning of the school year, at which time area needs and training requirements were discussed. The SFT leaders then relayed the information to their area SFT members. Administrators and counselors were notified about the training and were invited to have their schools participate.

Training took place over a two-day period. Over the course of the 1993-94 school year, four training sessions were conducted, with 120 AISD staff members from 22 schools attending the trainings. Participants were from 16 elementary campuses, three middle/junior high school campuses, two high school campuses, and one alternative campus.

The 1993-94 training component focused on training teams from the participating schools. In most instances, schools were able to send teams of three or more staff at a time, which allowed them to use the concepts presented in the training to begin planning for the establishment or enhancement of the campus program.

The SAP program continued team building with the at-risk counselors through the implementation of a regularly scheduled support group. This group aided the at-risk counselors by providing leadership and support for their own campus-based SAP teams. The program also strengthened the ties between the campus-based SAP programs and the Service Facilitation Teams. Fifteen at-risk counselors participated in the support group.

The SAP component of the DFSC grant also provided reference and training materials for the participating counselors and at-risk counselors. These materials were used both in planning activities for students and families, in training additional campus staff in the SAP model, and in strengthening the campus SAP Core Team.

Based on a recommendation from the 1992-93 DFSC final report, an evaluation component was added to the training sessions. Feedback from the evaluation forms provided the trainer and project specialist with specific information about the effectiveness of the training so that modifications could be made as appropriate for subsequent sessions. Suggestions included lengthening the training and making the training campus-based so more staff from each school can participate. Some additional comments from the evaluation were:

- There is a real hope for at-risk students;
- I would like to hear about more specific problems from other schools and how they handled them;
- The resiliency checklists were especially helpful; and
- The content is right on target with what we deal with every day.

DFSC Cost

The DFSC cost per teacher trained was $111.11 ($15,000/135).

SUPPORT STAFF AND SERVICES

The Wellness Coordinator

1993-94 initial allocation: $29,386

A part-time wellness coordinator was hired in 1993-94 to ensure that AISD was in compliance with the federal mandates associated with the Drug-Free Schools and Communities Act. The wellness coordinator spent 40% of her time attending to ad hoc requests from the grant administrator, 30% of her time reviewing the PRIDE tubs, 10% of her time serving on the DFSC Advisory Council, 10% of her time reviewing the drug education curriculum, and 10% of her time presenting information to campuses and overseeing compliance issues. While reviewing the drug education curriculum, the wellness coordinator discovered that **there is no current scope and sequence to AISD's drug education curriculum for grades 6 through 12**. (Information from other DFSC staff indicates that while there is a curriculum guide for grades K-6, there is still a need for a curriculum at prekindergarten and grades 7-12.)

The wellness coordinator noted during an end-of-year interview that she viewed the largest obstacle to carrying out the functions of the position as the lack of organizational mission and purpose. She also said that the coordinator functions needed to be clarified and redesigned to meet the planned mission.

The Prevention and Remediation In Drug Education (PRIDE) Clerk

1993-94 initial allocation: $4,867

DFSC monies funded one quarter of the salary for a clerk responsible for maintaining records of DFSC Curriculum component use. The clerk responded to requests for Prevention and Remediation in Drug Education (PRIDE) and Education for Self-Responsibility (ESR) curricular materials, refurbished kits, and kept a computerized record of all checkouts.

Management

1993-94 initial allocation: $85,330

The Project Facilitator

A project facilitator was hired in 1993-94 to manage the campus activities program. The project facilitator was responsible for facilitating the implementation of campus programs and activities funded through the District's DFSC grant, coordinating the meetings of the local DFSC Advisory Committee, and assisting campuses with budget needs and identification of eligible activities that clearly deliver the message to students that illicit use of drugs and alcohol is wrong and harmful. The project facilitator also coordinated with appropriate State and local drug and alcohol abuse, health, and law enforcement agencies.

In an end-of-year interview, the project facilitator stated that past experience with the District and knowledge of the networks within the community had helped her to carry out her necessary functions. The project facilitator believed that there were several obstacles to carrying out the function of the position. In her perception, these obstacles included the lack of team effort and collaborative program goal-setting in planning among DFSC staff, a too-rigid interpretation of the law which inhibited

campuses from designing programs to meet their individual needs, the lack of regular communication with principals to obtain their input, and the absence of a designated contact person on each campus. The project facilitator's recommendations for 1994-95 include the establishment of a DFSC campus contact person at each school and greater coordination of the program efforts.

The Budget Control Specialist

A full-time budget control specialist was hired in 1993-94 to manage the accounting procedures associated with Drug-Free Schools monies.

Supplemental Support Services
1993-94 initial allocation: $875

Thirty-five campuses were offered additional Drug-Free Schools funds to participate in the Inhalant and Poisons Awareness Week sponsored by the Texas Prevention Partnership (TPP). The week of March 20-26, 1994 was intended to create national awareness about the intentional misuse of common, everyday products by our young people.

The TPP provided participating campuses with a "how-to" kit to conduct the campaign with information, resources, camera ready art, and a video entitled Inhalants: An Adult Primer. The management portion of the DFSC grant paid the $25 fee to acquire a kit for each participating campus.

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Attachment A

NON-REGULATORY GUIDANCE FOR IMPLEMENTING PART B OF THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986—NOVEMBER, 1992

3.03 ALLOWABLE USE OF FUNDS

Funds shall be used to implement age-appropriate drug education and drug abuse prevention programs for grades EC through 12. Funds may be used for:

(1) the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials

(A) developed from the most readily available, accurate, and up-to-date information; and

(B) which clearly and consistently teach that illicit drug use is WRONG AND HARMFUL;

(2) school-based programs of drug abuse prevention and early intervention (other than treatment), which

(A) should, to the extent practicable, employ counselors whose sole duty is to provide drug abuse prevention counseling to students;

(B) may include the use of drug-free older students as positive role models and instruction relating to

(i) self-esteem;
(ii) drugs and drug addiction;
(iii) decision-making and risk-taking;
(iv) stress management techniques; and
(v) assertiveness;

(C) may bring law enforcement officers into the classroom to provide antidrug information and positive alternatives to drug use, including decision-making and assertiveness skills; and

(D) in the case of a local education agency that determines it has served all students in all grades, such local educational agency may target additonal funds to particularly vulnerable age groups, especially those in grades 4 through 9.

(3) family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;

(4) drug abuse prevention and intervention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families, including professional and peer counselors and involving the participation (where appropriate) of parents, other adult counselors, and reformed abusers, which may include

(A) the employment of counselors, social workers, psychologists, or nurses who are trained to provide drug abuse provention and intervention counseling; or

(B) the provision of services through a contract with a private nonprofit organization that employs individuals who are trained to provide such counseling;

(5) outreach activities, drug and alcohol abuse education and prevention programs, and referral services, for school dropouts;

(6) guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;

(7) programs of referral for drug abuse treatment and rehabilitation;

(8) programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;

(9) programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;

(10) community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;

(11) public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;

(12) model alternative schools for youth with drug problems that address the special needs of such students through education and counseling; and

(13) on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;

(14) special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts, and using athletic programs and personnel in preventing drug and alcohol abuse among all students; and

(15) in the case of a local educational agency that determines that it provides sufficient drug and alcohol abuse education during regular school hours, after-school programs that provide drug and alcohol abuse education for school-aged children, including children who are unsupervised after school, and that may include school-sponsored sports, recreational, educational, or instructional activities (local educational agency may make grants or contracts with nonprofit community-based organizations that offer sports, recreation, education, or child care programs); and

(16) other programs of drug and alcohol abuse education and prevention, consistent with the purposes of this part. [Ref. P.L. 101-647, Sec. 5125(a)]

(b) A local or intermediate educational agency or consortium may receive funds under this part for any fiscal year covered by an application under section 4126 approved by the State educational agency.

1993–94 AISD DRUG–FREE SCHOOLS PROGRAMS, APPROVED USES OF MONIES	AISD Program					
	Campus-Based Programs	DARE[1]	Pre-K - 12 Curriculum	PAL[2]	SADAEPP[3]	Student Assistance Program (SAP)
Development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula which clearly and consistently teach that illicit drug use is wrong and harmful.	✓	✓	✓	✓		
School–based programs of drug abuse prevention and early intervention (other than treatment).	✓	✓	✓	✓	✓	✓
Programs of referral for drug abuse treatment and rehabilitation.				✓		✓
Programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders.	✓		✓		✓	✓
Programs in primary prevention and early intervention, such as the interdisciplinary school–team approach.	✓	✓	✓	✓	✓	✓
Community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse.				✓		
Public education programs on drug and alcohol abuse, including programs utilizing professional and former drug and alcohol abusers.	✓	✓				
On–site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population.	✓	✓			✓	✓

[1]Drug Abuse Resistance Education (DARE);
[2]Peer Assistance Leadership (PAL) program;
[3]Student Alcohol and Drug Abuse Education and Prevention Program (SADAEPP)

Attachment B

AISD DRUG AND ALCOHOL EDUCATION AND PREVENTION PLAN
(Revised 9/8/92)

"The need for leadership and broad participation in drug prevention is not just for a year or two, but rather for the next decade and beyond. Alcohol and tobacco, especially, will be difficult to eliminate from young people's lives because they are legal and accepted for adults. Considering the magnitude of changes needed, it is clear that the national commitment to drug-free youth must be long term...America must redouble its efforts, and must refuse to tolerate drug use in any school, in any community, and in any home. The nation's children deserve no less." (National Commission on Drug Free Schools report: Toward a Drug Free Generation: A Nation's Responsibility, September, 1990.)

It is the philosophy of the Austin Independent School District that the children of Austin deserve to grow and learn in a Drug Free School and Community. In keeping with this belief and with requirements of the Drug Free Schools and Communities Act, the District is implementing a comprehensive Alcohol and Drug Abuse Education and Prevention Plan. **The District's goal is to have a drug free school population by the year 2000.**

The AISD Drug Abuse Education and Prevention Plan is based upon the requirements of the Drug Free Schools and Communities Act of 1986 (Public Law 99-570) as amended by the Crime and Control Act of 1990 (Public Law 101-647), Section 5145. The following are the major components of this plan and will be implemented in AISD.

1. Personnel training in alcohol and drug related issues

2. Age appropriate alcohol and drug education and prevention curricula at each grade level (Pre-Kindergarten through grade 12)

3. A student assistance program which will identify, refer, and provide intervention and counseling services for students

4. Distribution of information about drug and alcohol programs available to students and employees

5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students and employees

6. Data gathering to describe the extent of alcohol and drug usage in the schools. Participation in other required evaluation efforts of the drug prevention program

7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful

8. A district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community-based organizations and other groups with interest or expertise in the field of drug abuse education and prevention

The District will monitor activities in each of these areas and will regularly assess and report the progress being made toward the complete elimination of drug and alcohol abuse. The District will strive to create quality educational environments for students. Local and grant resources will be used to provide training for teachers and students in positive alternatives to drug and alcohol abuse. This training will include such topics as: conflict resolution, peer assistance and tutoring, Quality Schools training for teachers and Control Theory training for students.

The central administration shall:

1. Provide administrator and employee in-service training on alcohol and other drug-related matters yearly.

2. Develop and introduce multi-component K-12 drug education and prevention programs based upon assessment of drug problems, including alcohol and tobacco, of students and staff.

3. Conduct yearly evaluations of all drug education and prevention programs and conduct school surveys every two to three years to assess drug preference and patterns of use on campus.

4. Conduct regular meetings with the District Drug Free Schools and Communities Advisory committee to obtain information and input regarding needs and program ideas.

5. Cooperate with the Austin Police Department in the operation of the DARE (Drug Awareness and Resistance Education) program, district-wide, at grade levels 5 and 7.

Each principal shall:

1. Operate a drug and alcohol abuse prevention and education program on each campus. Information and activities designed to encourage smoking cessation and to eliminate the use of other tobacco products will be included in this program. Program activities will be documented each year through a process to be managed by the AISD Office of Research and Evaluation.

2. Identify high-risk students via a Student Assistance Program and provide individuals and group support, as appropriate.

The central administration and each principal shall:

1. Coordinate with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation.

2. Provide information about available drug and alcohol counseling and rehabilitation and re-entry programs to students and employees.

3. Coordinate with local law enforcement agencies in order to improve security on school grounds and in the surrounding community and to educate students about: (a) the dangers of drug use and drug-related violence; (b) the penalties for possession of or trafficking in illegal drugs; (c) techniques for resisting drug abuse; and (d) the importance of cooperating with law enforcement officials in eliminating drug abuse and identifying individuals who supply drugs to students.

4. Promulgate standards of conduct, applicable to all students and employees, which clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as part of any of its activities. Clearly state that sanctions (consistent with local, state and federal law), up to and including expulsion or terminations of employment and referral for prosecution, will be imposed on students and employees who violate these standards of conduct. Parents, students, and employees will be provided with a copy of this information.

5. Maintain a comprehensive policy on: the possession, use, promotion, distribution, and sale of drugs, including alcohol and tobacco. The policy should apply to students, staff, and anyone attending school functions.

District staff, students and parents shall:

Participate in appropriate learning and training activities and cooperate in efforts to eliminate drug and alcohol abuse in the Austin Independent School District.

For any programs or activities funded by AISD Drug Free Schools and Communities (DFSC) Grant, the following requirements must also be met:

Any publication or public announcement will clearly identify the program or activity as being funded in whole or part by the Drug-Free Schools and communities Act of 1986. Materials produced or distributed with funds made available under this grant must reflect the message that illicit drug use is wrong and harmful.

Technical assistance related to the implementation of this plan is available from the division of Curriculum Support Services.

Austin Independent School District

Office of Research and Evaluation

Systemwide Evaluation
David Wilkinson, Senior Evaluator

Authors
Jim Wiehe, Evaluation Associate
Melissa Sabatino, Evaluation Associate

Contributing Staff
Veda Raju, Programmer/Analyst
Jose Bazan, Supervisor of Student Applications
Leonila Gonzalez, Secretary
Ruth Fairchild, Secretary

Board of Trustees
Kathy Rider, President
Jerry Carlson, Vice President
Melissa Knippa, Secretary
Tom Agnor
Diana Castañeda
Loretta Edelen
Liz Hartman
Geoff Rips
Ted Whatley

Superintendent of Schools
Dr. Terry N. Bishop

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